

BOARD MEETING NOTICE AND AGENDA

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

Linwood E. Howe Elementary School (Cafetorium)
4100 Irving Place, Culver City, CA 90232

February 9, 2010

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

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

2. PUBLIC COMMENT ON CLOSED SESSION ITEMS

3. RECESS TO CLOSED SESSION

- 3.1 Conference with Labor Negotiator (Pursuant to GC §54957.6)
Agency Designated Representatives: Patricia Jaffe, Assistant Superintendent, Human Resources, David El Fattal, Assistant Superintendent Business Services
Employee Organizations: Culver City Federation of Teachers (CCFT) and Association of Classified Employees (ACE)

- 3.2 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54947)
(29 Employees)
- 3.3 Anticipated Litigation (Pursuant to subdivision (b) of GC §54956.9)
(1 Potential Case)
- 3.4 Public Appointment/Employment (Pursuant to GC §54947)
Certificated Personnel Services Report No. 13
Classified Personnel Services Report No. 13

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 7:00 p.m.**

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

5.2 Flag Salute

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

7. **PUBLIC HEARING - None**

8. **ADOPTION OF AGENDA**

Recommendation is made that the agenda be adopted as submitted.
Motion by _____. Seconded by _____.
Vote _____

9. **CONSENT AGENDA**

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

- 9.1 Approval is Recommended for the Minutes of Regular Meeting –
January 26, 2010; and Special Meeting - February 3, 2010
- 9.2 Approval is Recommended for Purchase Orders and Warrants
- 9.3 Approval is Recommended for Acceptance of Gifts - Donations
- 9.4 Approval is Recommended for the Certificated Personnel Reports No. 13
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 13

- 9.6 Approval is Recommended for the Culver City Middle School 7th Grade GATE Students to Attend Astro Camp, Idyllwild, CA, April 30 to May 2, 2010
- 9.7 Approval is Recommended for the Culver City High School Baseball Team to Participate in the Varsity Baseball Tournament in San Diego, CA, March 29 to April 1, 2010
- 9.8 Approval is Recommended for the Culver City High School Girls Lacrosse Team to Attend a Team Building Camping Trip to Carpinteria State Beach, Carpinteria, CA, Feb. 26-27, 2010
- 9.9 Approval is Recommended for the Single Plan for Student Achievement (SPSA) for El Rincon Elementary School
- 9.10 Approval is Recommended for the Single Plan for Student Achievement (SPSA) for La Ballona Elementary School
- 9.11 Acceptance of the Enrollment Report as Presented

10. AWARDS, RECOGNITIONS AND PRESENTATIONS

- 10.1 American Citizenship Awards
- 10.2 Culver City Lions Club

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 Members of the Audience
- 11.4 Student Representatives' Report
- 11.5 Members of the Board of Education

12. INFORMATION ITEMS

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

- 12.1 First Reading of Revised Administrative Regulation 4361.5, Military Leave

13. RECESS

14. **ACTION ITEMS**

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

14.1 Superintendent's Items

14.1a Approval is Recommended to Complete and Submit the Official 2010 CSBA Delegate Assembly Ballot

Motion by _____ Seconded by _____ Vote _____

14.1b Approval is Recommended to Submit a Letter of Support to the City of Culver City in Opposition to the Placement of the Proposed T Mobile Cell Tower Installation

Motion by _____ Seconded by _____ Vote _____

14.2 Personnel Items

14.2a Approval is Recommended for the 2010/2011 School Year Calendar

Motion by _____ Seconded by _____ Vote _____

14.2b Approval is Recommended for the 2008/2009 Agreement Between the Culver City Unified School District (CCUSD) and the Association of Classified Employees (ACE)

Motion by _____ Seconded by _____ Vote _____

14.3 Education Services Items - None

14.4 Business Items

14.4a Approval of 2010-2011 Expenditure Reductions

Motion by _____ Seconded by _____ Vote _____

15. **BOARD BUSINESS - None**

16. PUBLIC RECOGNITION – Continued

Public Recognition is the time when members of the public may address the Board on matters not scheduled on the agenda. Those wishing to speak must complete a Speaker's Card and submit it to the Superintendent's Executive Assistant. Three (3) minutes will be allotted to members of the audience, for a total of twenty (20) minutes. Board members will be allotted fifteen (15) minutes to comment during this portion of the agenda.

16.1 Members of the Audience

16.2 Members of the Board

17. ADJOURNMENT

Motion by _____ Seconded by _____ Vote _____

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

FUTURE MEETINGS

February 23 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

March 9 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

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

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

Meeting:	<u>Regular Meeting</u>	Date:	<u>January 26, 2010</u>
Place:	<u>District Administration Office</u>	Time:	<u>6:00 p.m. – Public Meeting</u>
	<u>4034 Irving Place</u>		<u>6:01 p.m. – Closed Session</u>
	<u>Culver City 90232</u>		<u>7:00 p.m. – Public Meeting</u>

Board Members Present

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

Staff Members Present

Myrna Rivera Coté, Ed.D., Superintendent
David El Fattal, M.B.A.
Gwenis Laura, Ed.S.
Patricia Jaffe, M.S.

Call to Order

Board President Mr. Gourley 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 7:06 p.m. with all Board members in attendance. Andy Alexander led the Pledge of Allegiance.

Report from Closed Session

Mr. Gourley reported that the Governing Board met in Closed Session regarding issues listed on today's Closed Session agenda and announced that the Board of Education voted to release one certificated employee effective January 29, 2010.

8. Adoption of Agenda

It was moved by Mr. Zeidman and seconded by Ms. Paspalis to adopt the January 26, 2010 agenda as presented. The motion was unanimously approved.

9. Consent Agenda

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

9.2 Purchase Orders

9.3 Acceptance of Gifts - Donations

9.4 Certificated Personnel Reports No. 12

9.5 Classified Personnel Reports No. 12

9.6 Office of Child Development 2009/2010 Contract for Instructional Materials Program

9.7 Office of Child Development 2009/2010 Resolution for the Instructional Materials Program

9.1 Approval is Recommended for the Minutes of Regular Meeting - January 12, 2010

Ms. Siever withdrew this item to request the wording be changed on page 49 where it stated "Ms. Siever agreed to have an open discussion on having the Board meetings moved." She would like it clarified that she agreed to have a discussion on moving the meetings to "other sites." She requested on page 49 item 12.1 where it stated "Ms. Siever stated that everyone was enthusiastic about the funding..." to have it revised to "Race to the Top funding." Ms. Siever requested on page 50 the typographical error on 14.3a be corrected to read 4 Ayes instead of 3 - Ayes. Mr. Silbiger requested the following in item 11.3 be amended: a) Mr. Mielke's comment about Professional Development Day be changed to "unstructured planning/grading time" to reflect that Mr. Mielke wanted no Professional Development Day; b) To add that Mr. El Fattal agreed to meet with Mr. Cary Anderson regarding the renting of the District parking lot to the Downtown Business Association for weekend valet parking. Mr. Silbiger requested to move Bill Wynn's comments from where he actually spoke after the Student Representatives to under Members of the Audience for clarification purposes. He further requested to change

"...submitting a Resolution..." to "submitting a letter" in item 15.1; and after the word "installed" in item 15.1 to add "and the School Board could influence their decision." Mr. Gourley asked if any Board members had any objections to the amendments/corrections made. There were no objections. Mr. Gourley inquired which Mr. Silbiger was being referenced in 15.1 where it was stated "Mr. Silbiger stated the City will..." It was clarified that it was Karlo Silbiger. Mr. Gourley requested that in the future clarification be provided on which Mr. Silbiger is being referenced. It was moved by Mr. Zeidman and seconded by Mr. Silbiger that the Minutes of Regular Meeting - January 12, 2010 be approved as amended. The motion was unanimously approved.

10. Awards, Recognitions and Presentations

10.1 Spotlight on Student Achievement - Culver City High School

Pam Magee, Principal of Culver City High School, and her administrative team, Ian Drummond and Dylan Farris presented information on student achievement. Mrs. Magee presented data and spoke about the actions being taken to improve student achievement. She also provided the Board with suggestions that were made by WASC. Mr. Drummond spoke specifically about data from the API scores; and Mr. Farris reviewed the AYP scores. The administrators responded to questions from the Board. In closing Mrs. Magee spoke about the school's goals and their action plan to increase test scores for their sub-groups.

Mr. Gourley called on audience member Henry Mendoza who spoke about the upcoming Census. He encouraged everyone to participate and invited anyone who is interested in discussing the Census to contact him.

11. Public Recognition

11.1 Superintendent's Report

Dr. Coté stated that she was very proud of all of the principals in the District, and she commended Mrs. Magee on her presentation. Dr. Coté reported on her attendance at the Governor's Budget Workshop and how as a result of that workshop she and the Assistant Superintendents had spent the last two weeks focusing on the newly defined budget deficit for the District. She also reported on her upcoming attendance at the annual Superintendents' Symposium where she was certain the main topic of discussion would be the effect of the state budget on school districts.

11.2 Assistant Superintendents' Reports

Ms. Laura provided an update on the twelfth grade students' participation in a national study focusing on their perceptions of bullying. She reported that she would be receiving the results of the surveys this week and would be sharing the results at a later date. Ms. Laura stated that she will be attending an invitation only session for submitting a grant for the Caring School Community Program; and she reported that she was asked to serve on an Advisory Board in Education at UCLA and her first meeting would be the following day.

Mrs. Jaffe reported on her attendance at the Martin Luther King, Jr. Day Celebration and commended everyone that was involved. She stated it was great success! Mrs. Jaffe commented that the hardest time for her was coming soon due to the budget cuts when she will have to hand deliver lay off notices.

11.4 Student Representatives' Reports

Middle School Student Representative

Evan Wilson, Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including students beginning the Galileo benchmark testing; end of the semester activities; the Valentine's Day Dance; and students brainstorming ideas for future events at the school.

Culver Park Student Representative

Jessica Romo, Culver Park High School Student Representative, was not present.

Culver City High School Student Representative/Student Board Member

Jamie MacIntosh was present reporting for Noya Kansky, Student Board Member. Miss MacIntosh reported on activities at Culver City High School, including the upcoming Talent Show on February 26th; the success of the fundraiser for Haiti earthquake victims; and finals week.

Recognizing that he bypassed members of the audience, Mr. Gourley began to call audience members that submitted a speaker card.

11.3 Members of the Audience

Members of the audience spoke about:

- Andy Alexander stated that she lives across from the high school and was concerned if the District considers cutting security patrol on the weekends.
- Maggie Marquez commented on the "Linwood Howe shuffle" and the librarian shortage. She stated that the libraries at the school sites were a mess, and she read a list of duties that impact her everyday.
- David Mielke commented on the presentation given on student achievement at the high school and felt there was danger in rating teachers on just test scores. He provided a bargaining update and stated the Union suggests cutting at the district level.
- George Laase stated he listened to the last Board meeting and he repeatedly heard that students have to choose one activity over the other. He stated it is possible for students to do both activities such as a sport and be involved in the Youth and Government Program.
- Robert Zirgulis commented that he noticed on the Classified Personnel Report the District was hiring eight more substitute teachers. He stated he felt discriminated against. He also spoke about the schools using therapy dogs, and would like to see that topic agendaized. He also requested the Natatorium be opened up for the public to view; and he gave suggestions on other ways the District could raise money.
- Alan Elmont commented on a notification that goes out to students whose food accounts were deficient. He stated that if the account was deficient then the student would no longer receive food, and he felt that the notifications were going out too late. He provided suggestions for getting the notification out sooner.

11.5 Members of the Board

Board Members spoke about:

- Ms. Paspalis commented on her attendance at the encore performance of Nicholas Nickelby and stated it was a great performance.
- Mr. Silbiger agreed that the encore performance of Nicholas Nickelby was a wonderful production. He reported on his attendance at the Martin Luther King, Jr. Day Celebration, and the opening of the new playground at Vets Park. He stated they were both great! Mr. Silbiger commented that the City and District should possibly share information on their upcoming events. He gave Mrs. Jaffe commendations for following up on his requests regarding putting salary information on the website and staff reports. He also stated he had a draft letter regarding the cell tower issue, and he would send it to Dr. Coté so that she could send it to the rest of the Board.
- Mr. Zeidman reported that City Council honored our exchange students and wondered why the District has not. He announced the upcoming District events which included the 2010 Spelling Bee, AVPA's Cabaret Night, and the Culver City High School Booster Club's Casino Night.
- Mr. Gourley requested status of Steve Pollman who he stated was injured at the high school. Mrs. Jaffe confirmed Mr. Pollman was doing well. He referenced an L.A. Times news article regarding the Republican Legislature Retreat which was paid for by, among others, Chevron, Anthem Blue Cross, and tobacco company Altria. He was pointing out that they were willing to bribe the legislature, but the legislature is not willing to work and he thinks that that is tragic. He wanted the people of Culver City to know that Plains Exploration and Production Company is not our friend. He also commented on the hotel he stayed at while on vacation in Mexico stating that most of the employees in hospitality were from California and they were bilingual. Mr. Gourley pointed out that the hospitality field is great for people that are bilingual.

12. Information Items

12.1 2008-2009 Independent Audit Report

Mr. El Fattal introduced Mr. Shawn Kearney from Nigro Nigro & White, PC. Mr. Kearney gave a summary of the report, provided the Board with the opinion of the financial condition of the District, and responded to questions from the Board.

12.2 Culver City Youth Health Center - Services and Impact

Ms. Laura introduced members of the Culver City Youth Health Center. Dr. Francine Bartfield, Director of Mental Health Services, Alexis Cooperman and Meredith Hines, Interns described the services of the Los Angeles Child Development Center at the Youth Health Center. They included information on the services provided for the 2008/2009 school year, services provided during this year to date, and services to begin in February 2010. Carmen Ibarra, Chief Operations Officer of the Venice Family Clinic, and Dr. Sarah Carpenter, Volunteer spoke about the services of the Venice Family Clinic at the Culver City Youth Health Center.

Mr. Gourley suggested that items 14.2i and 14.j be moved up on the agenda.

14. Action Items**Education Services Items****14.2i Approval is Recommended for the Memorandum of Understanding between Culver City Unified School District and the Los Angeles Child Development Center Regarding Operation of the Culver City Youth Health Center**

It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve the Memorandum of Understanding between Culver City Unified School District and the Los Angeles Child Development Center Regarding Operation of the Culver City Youth Health Center as presented. The motion was unanimously approved.

14.2j Approval is Recommended for the Memorandum of Understanding between Culver City Unified School District and the Venice Family Clinic Regarding Operation of the Culver City Youth Health Center

It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve the Memorandum of Understanding between Culver City Unified School District and the Venice Family Clinic Regarding Operation of the Culver City Youth Health Center as presented. The motion was unanimously approved.

13. Recess

The Board recessed at 9:24 p.m. and reconvened at 9:38 p.m.

12. Information Items - Cont.**12.3 Single Plans for Student Achievement Overview**

Ms. Laura introduced Mrs. Leslie Lockhart, Director of Special Projects, who began to give a presentation on the purpose of the Single Plans for Student Achievement and the requirements. Mr. Gourley asked if the Single Plans are complete and state what the schools are going to achieve. Mrs. Lockhart responded yes. Mr. Gourley asked if anyone had any questions. There were no questions from Board members or audience members. They proceeded to the Action Items in reference to the Single Plans.

14. Action Items**Education Services Items****14.2g Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Culver Park High School**

It was moved by Mr. Zeidman and seconded by Ms. Siever that the Board approve the Single Plan for Student Achievement (SPSA) for Culver Park High School as presented. The motion was unanimously approved.

14.2h Approval is Recommended for the Single Plan for Student Achievement (SPSA) for El Marino Language School

It was moved by Mr. Zeidman and seconded by Ms. Siever that the Board approve the Single Plan for Student Achievement (SPSA) for El Marino Language School as presented. The motion was unanimously approved.

Mr. Zeidman requested that in the future the Single Plans for Student Achievement be placed in the Consent Items on the agenda.

12. Information Items - Cont.

12.4 Compensation Report of the Members of the Board of Education

Mr. El Fattal presented the information to the Board.

12.5 Budget Update

Mr. Zeidman requested to defer Mr. El Fattal's presentation on the budget until the February 3, 2010 Special Board Meeting so that the information to be presented could be reviewed by Board members. All Board members were in agreement.

14. Action Items

14.1 Superintendent's Items - None

14.2 Education Services Items

14.2a Approval is Recommended for the Expulsion of Pupil Services Case #07-09

It was moved by Ms. Paspalis and seconded by Mr. Zeidman to continue this matter at the request of the student's legal council. The motion was unanimously approved.

14.2b Approval is Recommended for Reinstatement of Pupil Services Case #08-09

It was moved by Mr. Zeidman and seconded by Mr. Silbiger that the Board approve the Reinstatement of Pupil Services Case #08-09 as presented. The motion was unanimously approved.

14.2c Approval is Recommended for Reinstatement of Pupil Services Case #11-09

It was moved by Mr. Zeidman that the Board does not reinstate Pupil Services Case #11-09. The motion was seconded by Ms. Paspalis. The motion was unanimously approved.

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

It was moved by Mr. Zeidman that the Board does not reinstate Pupil Services Case #05-09. The motion was seconded by Ms. Siever. The motion was unanimously approved.

14.2e Approval is Recommended for a New ROP Class at Culver City High School: Careers in Education

It was moved by Mr. Silbiger and seconded by Mr. Zeidman that the Board approve a new ROP Class at Culver City High School: Careers in Education as presented. The motion was unanimously approved. Ms. Siever inquired as to what this class would be preparing the students for. Mr. Farris, Assistant Principal at Culver City High School, responded that the instruction of the class is specifically designed to expose students to teaching or becoming a teacher.

14.2f Approval is Recommended for the 2009-2010 Consolidated Application for Funding Categorical Programs, Part II

It was moved by Mr. Zeidman and seconded by Mr. Silbiger that the Board approve the 2009-2010 Consolidated Application for Funding Categorical Programs, Part II as presented. The motion was unanimously approved.

14.3 Business Items - None

14.4 Personnel Items**14.4a Second Reading and Approval of Administrative Regulation 4117.11, Pre-Retirement Part-Time Employment**

It was moved by Mr. Zeidman and seconded by Ms. Paspalis that the Board approve Administrative Regulation 4117.11, Pre-Retirement Part-Time Employment as presented. The motion was unanimously approved.

15. Board Business**15.1 Discussion on Rotation of Board Meeting Locations**

Mr. Gourley deferred to Mr. Silbiger who originally brought up moving the meetings to City Hall. Mr. Silbiger provided reasons why he thought City Hall would be a better location to hold the district's Board meetings. Ms. Siever suggested having the meetings at different school sites around the district and felt that there might be more community involvement. She also suggested having a translator. Further discussion ensued. Board members agreed that the costs of moving the meetings should be looked into along with any scheduling conflicts with the City. Mr. Luther Henderson who is a member of the Cultural Affairs Commission provided insight as to when their meetings are held at the City. Dr. Coté provided her suggestions on how the issue should be handled.

15.2 CSBA Conference Attendance Reports

Mr. Silbiger moved to continue this topic to a later date. Mr. Zeidman seconded the motion. The motion was unanimously approved.

16. Public Recognition – Continued**16.1 Members of the Audience**

Members of the audience spoke about:

- Alan Elmont commented that the students were great that participated in the Martin Luther King, Jr. Day Celebration. He also stated that there was no venue for the community meeting regarding the budget, and encouraged the Board to find a way to get the community involved with budget decisions. Mr. Elmont also commented that the Bullying Sub-Committee meeting times need to be more convenient; the District having streaming video of the meetings; generating revenue; and the fact that the Chevron proposal has not been back to a meeting for consideration. Mr. Gourley inquired as to the status of the proposal. Mr. El Fattal responded that it would be brought back in February.
- George Laase stated that delegates of the Youth and Government Program pay twelve hundred dollars and there is no conflict with participating in sports. He added that the District can notify the students as much as possible, but with the coaching conflict the topic will be back before the Board. He suggested that when the early notification starts in July about scheduling conflicts, that the Superintendent has all of the scheduling information available for the students. He also apologized for misinformation that he provided at a previous Board meeting.

16.2 Members of the Board

Members of the Board spoke about:

- Mr. Silbiger stated that he has received calls regarding the senior exemption form inquiring about what happens if they cannot bring the form in. He inquired about the Anti-Bullying Task Force meetings, and parking information at the high school
- Ms. Siever requested an update on the Chevron proposal. She commented that she felt there needed to be an oversight committee for parcel tax funds, and inquired if the District still has CBAC. Ms. Siever also gave a brief update on a "Green" workshop she attended through LACSTA.
- Ms. Paspalis stated she was glad to hear the Chevron proposal would be returning; and she would like to get moving on the Natatorium issue.
- Mr. Gourley commended Ms. Siever for her suggestion to adjourn the meeting in memory of the victims of the Haiti earthquake, and he commended the high school for raising money for Haiti. He also inquired about Target stores giving money to the schools.

Adjournment

There being no further business, it was moved by Mr. Gourley, seconded by Ms. Siever and unanimously approved to adjourn the meeting. Board President Mr. Gourley adjourned the meeting at 10:40 p.m. in memory of the victims in the Haiti earthquake.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

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

Meeting:	<u>Special Meeting</u>	Date:	<u>February 3, 2010</u>
Place:	<u>District Administration Office</u>	Time:	<u>6:30 p.m. – Public Meeting</u>
	<u>4034 Irving Place</u>		<u>6:31 p.m. – Closed Session</u>
	<u>Culver City 90232</u>		<u>8:00 p.m. – Public Meeting</u>

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

Staff Members Present
Myrna Rivera Coté, Ed.D., Superintendent
David El Fattal, M.B.A.
Gwenis Laura, Ed.S.
Patricia Jaffe, M.S.

Call to Order

Board President Mr. Gourley called the meeting of the Culver City Unified School District Board of Education to order at 6:30 p.m. The Board adjourned to Closed Session at 6:31 p.m. and reconvened the public meeting at 8:07 p.m. with all Board members in attendance. Debbie Hamme led the Pledge of Allegiance.

Report from Closed Session

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

7. Adoption of Agenda

It was moved by Mr. Zeidman and seconded by Ms. Paspalis that the Board adopt the February 3, 2010 agenda as presented. The motion was unanimously approved.

8. Action Items

8.1 Education Services Items

8.1a Approval is Recommended for the Expulsion of Pupil Services Case #07-09

It was moved by Mr. Zeidman and seconded by Ms. Siever that the Board approve the Expulsion of Pupil Services Case #07-09 as presented. The motion was unanimously approved.

It was moved by Ms. Paspalis and seconded by Ms. Siever to adjourn the Regular Meeting and adjourn to Closed Session at 8:10 p.m. The motion was unanimously approved.

The public meeting was reconvened at 8:45 p.m. with all Board members in attendance.

Report from Closed Session

Mr. Gourley 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. He stated he instructed Mr. El Fattal to tell the Board how wrong the Governor's projection was last year so that it can be evaluated in context to the proposal this year and for the audience to know that his figures are not real and could be millions of dollars less.

9. Public Recognition

9.1 Members of the Audience

Members of the audience spoke about:

- Jackie Lee commented on information that she received from CTA stating that many organizations, unions, and PTA have written a letter in opposition to the proposed gas tax. She also spoke about instructional materials being available for teachers regarding Census 2010 and making sure that everyone is counted. She spoke regarding the budget and suggested a possible savings on postage by sending some

information via e-mail, and the Board should try to keep the cuts as far away from the students as possible.

- David Mielke spoke about the need to prioritize during the budget cuts and decide where money should be sent. He shared suggestions from the Union which including spending money on the students for items such as updated books. Additional suggestions he made were to make cuts at the District level, revoke the reclassification for MACCS employees, and possibly decentralizing the District so matters are handled on site and not through the District Office.
- Meghan Sahli-Wells shared her discussion with Todd Johnson regarding solar panels in the schools. Mr. Gourley stated all Board members received his e-mail and the Board is anticipating getting the Chevron Proposal back. She feels that going solar is the right move for the district.

9.2 Members of the Board

Board Members spoke about:

- Ms. Paspalis commented that the Governor needs to retire.
- Mr. Zeidman thanked everyone for coming.
- Mr. Gourley inquired about the issue of class size and whether the Board voted against the expansion of class size last year. He stated that class size grew at the high school and the middle school, and asked if the Board received a report regarding the issue. Dr. Coté responded they have not received a report yet.

10. Information Items

10.1 Budget Update

The information was not presented at the request of Mr. Gourley, Board President since the information has previously been presented and as he stated the Governor's numbers in the budget are not "real."

Mr. Zeidman requested to see a copy of the District's attorney's bills. Board members were in agreement. Mr. Silbiger requested to discuss the school district's website to see if there is a less expensive contract; and he requested to have the cut list available for the public at the next meeting. Ms. Siever would like to see a budget update presentation at the next meeting. All Board members were in agreement.

Adjournment

There being no further business, it was moved by Ms. Siever, seconded by Mr. Silbiger and unanimously approved to adjourn the meeting. Board President Mr. Gourley adjourned the meeting at 9:02 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

9.2 PURCHASE ORDERS AND WARRANTS

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

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

Purchase order grand total from January 16, 2010 through January 29, 2010 is \$810,358.11. Warrants issued for the period December 30, 2009 through January 29, 2009 total \$4,932,593.02. This includes \$1,169,006.00 in commercial warrants, and \$3,763,587.02 in payroll warrants.

BUDGET NUMBER LEGEND FOR FUNDS

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

RECOMMENDED MOTION: That purchase orders from January 16, 2010 through January 29, 2010 in the amount of \$810,358.11 and warrants for December 30, 2009 through January 29, 2009 in the amount of \$4,932,593.02 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

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
01/19/10	54205	A		01/19/2010	BEVERLY HILLS SPEECH &	NONPUBLIC SCHOOLS SERVICE 01/19/2010	54205 Special Education	01.0	65000.0	57500	11800	5880	0004040	18,900.00	18,900.00
BEVERLY HILLS SPEECH & LANGUAGE CENTER															
01/19/10	54206	A		01/19/2010	DEVELOPMENTAL DYNAMO, INC.	NONPUBLIC SCHOOLS SERVICE 01/19/2010	54206 Special Education	01.0	65000.0	57500	11800	5880	0004040	97,920.00	97,920.00
DEVELOPMENTAL DYNAMO, INC.															
01/19/10	54207	A		01/19/2010	ECHO HORIZON SCHOOL	NONPUBLIC SCHOOLS SERVICE 01/19/2010	54207 Special Education	01.0	65000.0	57500	11800	5880	0004040	56,804.00	56,804.00
ECHO HORIZON SCHOOL															
01/19/10	54208	A		01/19/2010	LOVAAS INSTITUTE FOR EARLY	NONPUBLIC SCHOOLS SERVICE 01/19/2010	54208 Special Education	01.0	65000.0	57500	11800	5880	0004040	550.00	550.00
LOVAAS INSTITUTE FOR EARLY INTERVENTION															
01/19/10	54209	A		01/19/2010	OAK GROVE INSTITUTE SCHOOL	NONPUBLIC SCHOOLS SERVICE 01/19/2010	54209 Special Education	01.0	65000.0	57500	11800	5880	0004040	29,532.60	29,532.60
OAK GROVE INSTITUTE SCHOOL															
01/19/10	54210	A		01/19/2010	THERAPY WEST, INC.	NONPUBLIC SCHOOLS SERVICE 01/19/2010	54210 Special Education	01.0	65000.0	57500	11800	5880	0004040	125,108.00	125,108.00
THERAPY WEST, INC.															
01/19/10	54211	A		01/19/2010	WEST RIDGE ACADEMY	NONPUBLIC SCHOOLS SERVICE 01/19/2010	54211 Special Education	01.0	65000.0	57500	11800	5880	0004040	3,177.00	3,177.00
WEST RIDGE ACADEMY															
01/26/10	54212	A		01/26/2010	GRECO'S WORLD, INC.	NONPUBLIC SCHOOLS SERVICE 01/26/2010	54212 Special Education	01.0	65000.0	57500	11800	5880	0004040	3,780.00	3,780.00
GRECO'S WORLD, INC.															
01/19/10	54259M	A		01/19/2010	SADDLEBACK GOLF CARS	REPAIRS - OTHER 01/19/2010	54259M Custodians	01.0	00000.0	00000	82000	5630	0005042	200.97	200.97
SADDLEBACK GOLF CARS															
01/19/10	54260M	A		01/19/2010	US AIR CONDITIONING	MAINTENANCE SUPP/EQUIP 01/19/2010	54260M Maintenance	01.0	81500.0	00000	81100	4380	0005040	72.56	72.56
US AIR CONDITIONING DISTRIBUTORS															

Board List Purchase Order Report
CULVER CITY UNIFIED SD

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Report ID: **LAPO009C**
 District : **64444**

Purchase Orders/Buyouts To The Board for Ratification From : **1/16/2010** To **1/29/2010**
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
01/19/10	54261M	A		01/19/2010	ANDERSON MOULDING	MAINTENANCE SUPP/EQUIP 01/19/2010	54261M	01.0	81500.0	00000	81100	4380	0005040	500.00	500.00
01/22/10	54380M	A		01/22/2010	EXECUTIVE ENVIRONMENTAL	CONTRACT SERVICES RENDERED 01/22/2010	54380M	01.0	81500.0	00000	81100	5890	0005040	260.70	260.70
01/19/10	54441	A		01/19/2010	CULVER CITY TROPHY CO, INC	OFFICE SUPPLIES 01/19/2010	54441	01.0	00000.0	00000	71000	4350	0001000	13.72	13.72
01/22/10	54446	A		01/22/2010	WE TELL STORIES	CONSULTANTS 01/22/2010	54446	01.0	90126.0	11100	10000	5850	0004000	500.50	5,500.00
01/19/10	54466	C		01/19/2010	MARIA HARO	CONTRACT SERVICES RENDERED 01/19/2010	54466	01.0	33100.0	57500	39000	5890	0004040	466.68	466.68
01/19/10	54467	A		01/19/2010	OFFICE DEPOT	OFFICE SUPPLIES 01/19/2010	54467	01.0	00000.0	00000	24200	4350	0000000	110.66	110.66
01/19/10	54468	A		01/19/2010	COMPLETE BUSINESS SYSTEMS	OFFICE SUPPLIES 01/19/2010	54468	01.0	90127.0	11100	10000	4350	2040000	763.75	763.75
01/19/10	54469	A		01/19/2010	DEMCO, INC.	OFFICE SUPPLIES 01/19/2010	54469	01.0	00000.0	00000	24200	4350	0000000	1,108.88	1,108.88
01/19/10	54470	C		01/19/2010	KEVIN JONES & ELIZABETH COOMBS	CONTRACT SERVICES RENDERED 01/19/2010	54470	01.0	33100.0	57500	39000	5890	0004040	3,000.00	3,000.00
01/19/10	54471	A		01/19/2010	ATLANTIC EXPRESS	CONTRACTED SERVICES 01/19/2010	54471	01.0	72400.0	50010	36000	5810	0004040	36,176.00	36,176.00

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Board List Purchase Order Report
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PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
01/19/10	54472	A	01/19/2010	01/19/2010	SPEECH, LANGUAGE & EDUCATIONAL	CONTRACTED SERVICES 01/19/2010	54472 Special Education	01.0	65000.0	57520	11360	5810	0004040	380,000.00	380,000.00
01/19/10	54473	C	01/19/2010	01/19/2010	BUREAU OF EDUCATION & EDUCATIONAL	CONFERENCE AND TRAVEL 01/19/2010	54473 La Ballona Elementary	01.0	30100.0	11100	10000	5220	2060000	199.00	199.00
01/19/10	54474	A	01/19/2010	01/19/2010	E.G. BRENNAN & CO., INC.	MAINTENANCE AGREEMENTS 01/19/2010	54474 middle school unit a/c	01.0	00000.0	00000	27000	5630	3010001	598.95	598.95
01/19/10	54475	C	01/19/2010	01/19/2010	HOME DEPOT	MAINTENANCE SUPP/EQUIP 01/19/2010	54475 La Ballona unit a/c	01.0	00000.0	00000	81000	4370	2060001	199.00	199.00
01/20/10	54476	A	01/20/2010	01/20/2010	COMPLETE BUSINESS SYSTEMS	INSTRUCTIONAL SUPPLIES 01/20/2010	54476 La Ballona unit a/c	01.0	00000.0	11100	10000	4310	2060001	1,527.50	1,527.50
01/22/10	54477	C	01/22/2010	01/22/2010	U.S. POSTAL SERVICE	COMMUNICATION SUPP/EQUIP 01/22/2010	54477 Purchasing	01.0	00000.0	00000	73000	5910	0005030	10,000.00	10,000.00
01/22/10	54478	A	01/25/2010	01/22/2010	TOSHIBA AMERICA BUSINESS	COPY, DUPLICATING SUPP/EQUIP 01/22/2010	54478 Culver City Middle School	01.0	91400.0	11100	10000	6410	3010000	8,978.65	8,978.65
01/22/10	54479	A	01/22/2010	01/22/2010	COMPLIANCE POSTER COMPANY	OFFICE SUPPLIES 01/22/2010	54479 Human Resources	01.0	00000.0	00000	74000	4350	0003000	545.31	545.31
01/22/10	54480	A	01/22/2010	01/22/2010	LOS ANGELES ZOO AND BOTANICAL	FIELD TRIPS 01/22/2010	54480 El Marino Language	01.0	00000.0	16003	10000	5816	2030000	198.00	198.00
01/22/10	54481	A	01/22/2010	01/22/2010	LAKESHORE LEARNING	INSTRUCTIONAL SUPPLIES 01/22/2010	54481 El Marino Language	01.0	91400.0	11100	10000	4310	2030000	410.43	410.43
					LAKESHORE LEARNING	LEARNING MATERIALS 01/22/2010	54481 LAKESHORE LEARNING MATERIALS								410.43

Board List Purchase Order Report
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District : 64444

Purchase Orders/Buyouts To The Board for Ratification From : 1/16/2010 To 1/29/2010
 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
01/22/10	54482	A		01/22/2010	LIGHTSPEED TECHNOLOGIES,	INSTRUCTIONAL SUPPLIES 01/22/2010	54482	01.7	65000.0	50010	22000	4310	0000000	1,000.00	1,000.00
01/22/10	54483	A		01/25/2010	LIGHTSPEED TECHNOLOGIES,	BATTERIES	Undistributed	01.7	65000.0	50010	22000	4310	0000000	174.65	174.65
01/22/10	54484	A		01/22/2010	THE POCKET/KELLY WELTON	INSTRUCTIONAL SUPPLIES 01/22/2010	54484	01.7	65000.0	50010	22000	4310	0000000	199.60	199.60
01/22/10	54485	A	1	01/25/2010	LRP PUBLICATIONS	SUBSCRIPTIONS	Special Education	01.0	33100.0	50010	27000	4350	0004040	309.50	309.50
01/22/10	54486	A		01/22/2010	HERITAGE SCHOOLS, INC.	CONTRACT SERVICES RENDERED 01/22/2010	54486	01.0	33100.0	57700	21000	5890	0004040	323.20	323.20
01/22/10	54487	A		01/22/2010	TRANG V. NGUYEN, O.D., F.A.A.O.	CONTRACT SERVICES RENDERED 01/22/2010	54487	01.0	65000.0	57700	31500	5890	0004040	300.00	300.00
01/22/10	54488	A		01/22/2010	EMPLOYMENT MATTERS	LEGAL SERVICES	Human Resources	01.0	00000.0	00000	74000	5820	0003000	3,285.00	3,285.00
01/22/10	54489	A		01/22/2010	WOODBURN PRESS	OFFICE SUPPLIES	middle school unit a/c	01.0	00000.0	00000	27000	4350	3010001	380.16	380.16
01/22/10	54490	A		01/22/2010	AARDVARK CLAY & SUPPLIES	INSTRUCTIONAL SUPPLIES 01/22/2010	54490	01.0	91400.0	11100	10000	4310	2060000	57.96	57.96
01/22/10	54491	A		01/22/2010	AVC OFFICE AUTOMATION	MAINTENANCE AGREEMENTS 01/22/2010	54491	01.0	96351.0	71100	10000	4310	0000000	192.07	192.07

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Board List Purchase Order Report
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District: **64444**

Purchase Orders/Buyouts To The Board for Ratification From : **1/16/2010** To **1/29/2010**
 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
01/22/10	54492	X	1	01/25/2010	EXECUTIVE ENVIRONMENTAL	FIELD TRIPS	El Marino Language	01.0	00000.0	16003	10000	5816	2030000	198.00	198.00
				01/22/2010		EXECUTIVE ENVIRONMENTAL SERVICE CORP.									
01/25/10	54492A	A		01/25/2010	LOS ANGELES ZOO AND BOTANICAL	FIELD TRIPS	El Marino Language	01.0	00000.0	16003	10000	5816	2030000	198.00	198.00
				01/25/2010		LOS ANGELES ZOO AND BOTANICAL GARDENS									
01/22/10	54493	A		01/22/2010	AFFORDABLE HOME ELECTRONICS	INSTRUCTIONAL SUPPLIES	Linwood Howe Elementary	01.0	90127.0	11100	10000	4310	2020000	359.79	359.79
				01/22/2010		AFFORDABLE HOME ELECTRONICS									
01/22/10	54494	A		01/22/2010	AMAZON.COM	INSTRUCTIONAL SUPPLIES	Linwood Howe Elementary	01.0	90127.0	11100	10000	4310	2020000	133.68	133.68
				01/22/2010		AMAZON.COM									
01/22/10	54495	A		01/22/2010	CALIFORNIA WESTERN VISUALS	AUDIOVISUAL SUPP/EQUIP	Adult School	11.0	06390.0	41100	27000	4410	0000010	443.54	443.54
				01/22/2010		CALIFORNIA WESTERN VISUALS									
01/22/10	54496	A		01/25/2010	DEPARTMENT OF SOCIAL SERVICES	CONTRACTED SERVICES	Office of Child Development	12.0	60550.0	85000	27000	5890	0000002	871.20	871.20
				01/25/2010		DEPARTMENT OF SOCIAL SERVICES								1,108.80	1,108.80
				01/22/2010		DEPARTMENT OF SOCIAL SERVICES								1,980.00	1,980.00
01/25/10	54498	A		01/25/2010	CDW-G	AUDIOVISUAL SUPP/EQUIP	Office of Child Development	12.0	60600.0	85000	27000	4410	0000002	280.51	280.51
				01/25/2010		CDW-G								280.52	280.52
				01/25/2010		CDW-G								561.03	561.03
01/26/10	54499	A		01/26/2010	LACOE	CONFERENCE AND TRAVEL	Pupil Services	01.0	00000.0	00000	31400	5220	0004020	70.00	70.00
				01/26/2010		LACOE								70.00	70.00
01/25/10	54500	A		01/25/2010	LRP PUBLICATIONS	BOOKS	Special Education	01.0	33100.0	50010	21000	4210	0004040	36.18	36.18
				01/25/2010		LRP PUBLICATIONS								36.18	36.18
01/25/10	54501	A		01/25/2010	BRAD AND YULIA MCAFEE	CONTRACT SERVICES RENDERED	Special Education	01.0	33100.0	57500	39000	5890	0004040	700.00	700.00
				01/25/2010		CONTRACT SERVICES RENDERED								700.00	700.00

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Board List Purchase Order Report
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Report ID: LAPO009C
 District: 64444

Purchase Orders/Buyouts To The Board for Ratification From : 1/16/2010 To 1/29/2010
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
01/25/2010	54501				BRAD AND YULIA MCAFEE										700.00
01/29/10	54502	A	01/29/2010	01/29/2010	AMANDA COPELAND	CONTRACTED SERVICES	Special Education	01.0	33100.0	57500	39000	5890	0004040	7,800.00	
01/29/2010	54502				AMANDA COPELAND									7,800.00	
01/25/10	54503	A	01/25/2010	01/25/2010	DEVEREUX TEXAS TREATMENT	CONTRACT SERVICES RENDERED	Special Education	01.0	33100.0	57700	21000	5890	0004040	326.70	
01/25/2010	54503				DEVEREUX TEXAS TREATMENT NETWORK									326.70	
01/29/10	54504	A	01/29/2010	01/29/2010	GUIDED DISCOVERIES	FIELD TRIPS	Gate Field Trips	01.0	91400.0	11100	10000	5816	3017140	1,200.00	
01/29/2010	54504				GUIDED DISCOVERIES									1,200.00	
01/29/10	54505	A	01/29/2010	01/29/2010	THOMSON WEST	BOOKS	Special Education	01.0	33100.0	50010	21000	4210	0004040	159.14	
01/29/2010	54505				THOMSON WEST									159.14	
01/29/10	54506	A	01/29/2010	01/29/2010	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP	Office of Child Development	12.0	50250.0	85000	27000	4410	0000002	1,019.75	
01/29/2010	54506				DELL COMPUTER CORP.									1,019.75	
01/29/10	54510	A	01/29/2010	01/29/2010	AMAZON.COM	INSTRUCTIONAL SUPPLIES	Special Education	01.0	33100.0	57700	11100	4310	0004040	42.21	
01/29/2010	54510				AMAZON.COM									42.21	
01/29/10	54515	A	01/29/2010	01/29/2010	CDW-G	AUDIOVISUAL SUPP/EQUIP	Culver City High School	01.0	90128.0	11100	10000	4310	4010000	737.87	
01/29/2010	54515				CDW-G									737.87	
01/29/10	54516	A	01/29/2010	01/29/2010	HIGHSMITH CO.,INC.	COMPUTER SUPP/EQUIP	Culver City High School	01.0	90128.0	11100	10000	4410	4010000	197.97	
01/29/2010	54516				HIGHSMITH CO.,INC.									197.97	
01/29/10	54518	A	01/29/2010	01/29/2010	LACOE	CONFERENCE AND TRAVEL	Culver City Middle School	01.0	00000.0	16002	10000	5220	3010000	350.00	
01/29/2010	54518				LACOE									350.00	

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Board List Purchase Order Report
CULVER CITY UNIFIED SD

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Report ID: LAPO009C
 District : 64444

Purchase Orders/Buyouts To The Board for Ratification From : 1/16/2010 To 1/29/2010
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
Total by District : 64444															
														810,358.11	810,358.11

End of Report LAPO009C

NONPUBLIC SCHOOLS:

APPROVED YTD: \$2,924,040.49
 CURRENT PERIOD: 335,771.60
 INCREASES: 74,754.42
GRAND TOTAL: \$3,334,566.51

CULVER CITY UNIFIED SCHOOL DISTRICT DISTRICT WARRANT 2009 - 2010

COMMERCIAL WARRANTS

DECEMBER 30, 2009 - JANUARY 29, 2010 \$ 1,169,006.00

PAYROLL WARRANTS

DECEMBER 30, 2009 - JANUARY 29, 2010 \$ 3,763,587.02

TOTAL: \$ 4,932,593.02

BOARD REPORT

2/9/2010

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>
El Rincon Bridge Program	Ms. Ali McCann Solar system puzzle and Geo Magnet building pieces
Culver City Middle School	Wells Fargo Community Support Matching Gift Campaign on behalf of Todd Nakamoto \$250
	Wells Fargo Community Support Matching Gift Campaign on behalf of Tanjeema Islam \$36.48
	American Legion Aux. Community Unit 46 \$50
	Riding for Reading \$250

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

Moved by: Seconded by:

Vote:

BOARD REPORT

9.4 Certificated Personnel Services Report No. 13

I. Authorization and Ratification of Employment

- A. Extra Assignment – Farragut, Lead Teacher, Arts Integration Partnership with Music Center
Effective November 10, 2009 through June 18, 2010 at \$35.00 per hour, not to exceed 15 hours
1. Harter, Liz
- B. Extra Assignment – Middle School, 8th grade Intervention Program Substitute
Effective December 7, 2009 through June 9, 2010 at \$35.00 per hour, not to exceed 2 hours per week
1. Takahashi, Tatiana
- C. Extra Assignment - High School, Ticket Seller for Basketball Games
Effective January 8, 2010 through March 31, 2010 at \$50.00 per game
1. Zager, Howard
- D. Extra Assignment – High School, Peer Tutoring
Effective January 11, 2010 through June 18, 2010 at \$35.00 per hour, not to exceed 100 hours
1. Ta, Jenny
 2. Greenberg, Denise substitute as needed
- E. Extra Assignment – Linwood Howe, After School Homework Club
Effective January 19, 2010 at \$35.00 per hour, not to exceed 2 hours per week
1. Black, Sandra
 2. Burkenheim, Karen
 3. Gualtieri, Natalie
 4. Mont, Allison
 5. Tokunaga, Carrie
- F. Extra Assignment – El Marino, Professional Learning Community for Intervention
Effective January 25, 2010 through June 18, 2010 at \$35.00 per hour, not to exceed 10 hours
1. Bell, Monica
 2. Hebert, Anna
 3. Horiba, Alice
 4. Romero, Rebeca
 5. Sekiguchi, Saori
 6. Sergant, Roberta

BOARD REPORT

9.4 Certificated Personnel Services Board Report No. 13 – Page 2

I. Authorization and Ratification of Employment – continued

G. Extra Assignment – La Ballona, Teachers for Partners In Print After School Program
Effective January 26, 2010 through March 16, 2010 at \$35.00 per hour, not to exceed 9 hours

1. Godbey, Becky
2. Gomez, Sandra
3. McMillan, Wade
4. Pollock, Jennifer
5. Warner, Amy

H. Extra Assignment – Review and Support Galileo Benchmarks in Elementary Schools
Effective January 27, 2010 through June 18, 2010 at \$35.00 per hour, not to exceed 20 hours

1. Ames, Janet
2. Ebor, Lynn

I. Extra Assignment – Regional Occupational Program Teacher
Effective February 1, 2010 through June 18, 2010 at hourly per diem rate of pay, 5 hours per week

1. Hirsch, Barby Careers in Education

J. Extra Assignment – District, Teaching Artist Training Program
Effective February 3, 2010 through June 3, 2010 at \$35.00 per hour, not to exceed 3.75 hours

- | | |
|--------------------------|----------------------|
| 1. Angel, Holly | 12. Maldonado, Amy |
| 2. Bernal, Donna | 13. Miguez, Luisa |
| 3. Black, Sandy | 14. Miller, Samantha |
| 4. Borcharding, Nan | 15. Morris, Ruth |
| 5. Burns, Tracy | 16. Rodriguez, Maria |
| 6. Cockerham, Ashley | 17. Sekiguchi, Saori |
| 7. Dagenais, Gail | 18. Sargent, Roberta |
| 8. Fairfield, Kristin | 19. Schnauss, Lisa |
| 9. Godbey, Becky | 20. Taylor, Jo Marie |
| 10. Green-Bratton, Cathi | 21. Varlotta, Kathy |
| 11. Jones, Sara | |

II. Resignations

- | | |
|---|--|
| 1. Jaffe, Patricia W.
Human Resources | Effective July 1, 2010
For Retirement |
| 2. Moseley, Tyanna
Child Development Teacher | Effective January 4, 2010
From Leave of Absence, Personal reasons |

BOARD REPORT

9.4 Certificated Personnel Services Board Report No. 13 – Page 3

II. Resignations - continued

- | | | |
|----|----------------------------------|---|
| 3. | Nabours, J. Michael
El Marino | Effective June 19, 2010
For Retirement |
| 4. | Nabours, Mary
El Marino | Effective June 19, 2010
For Retirement |

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

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.5 Classified Personnel Services Report No. 13

I. Authorization, Approval & Ratification of Employment

A. Child Development

1. Martinez, Ruth
Instructional Assistant – Child Development
Child Development – La Ballona KIK
16.5 hours per week, school year
Effective February 16, 2010
Range 11

B. Clerical & Fiscal

1. Muto, Sue
Substitute Clerk Typist
District Office – Pupil Personnel Services
Extra Assignment
Not to exceed 8 hours per day
Effective January 19, 2010 through
January 22, 2010
Hourly, as needed

C. Food Services

1. Jennings, Christopher
Substitute Food Service Assistant
Food Services
Effective January 4, 2010
Hourly, as needed

D. Instructional Assistants

1. Bonneau, Fedly
Instructional Assistant – Special Education IIA
El Rincon – Extra Assignment
Not to exceed 1 hour per day
Effective January 12, 2010 through
February 18, 2010
Range 16

E. Maintenance

1. Aragon, Jimmy
Substitute School Custodian
Maintenance, Operations & Transportation
Effective February 10, 2010
Hourly, as needed

BOARD REPORT

9.5 Classified Personnel Services Report No. 13 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

F. Coaches

1. Affue, Art
Temporary Boy's Assistant Tennis Coach
High School
Effective February 11, 2010 through
May 10, 2010
Stipend of \$2,000.00
2. Unoura, Bruce
Temporary Assistant Golf Coach
High School
Effective February 11, 2010 through
May 10, 2010
Stipend of \$1,095.00
3. Vasquez, Diego
Temporary Assistant Baseball Coach
High School
Effective February 11, 2010 through
May 10, 2010
Stipend of \$1,100.00

G. Noon Duty Supervisor

1. Perry, Regina
Temporary Noon Duty Supervisor
Linwood Howe
Effective February 10, 2010 through
June 18, 2010
Hourly, as needed
2. Ramirez, Ana Luz
Temporary Noon Duty Supervisor
Linwood Howe – Extra Assignment
Not to exceed 15 hours
Effective January 26, 2010 through
March 23, 2010
Hourly, as needed

H. Stipend Assignments

1. Feldman, Diane
Temporary After School Instructor
Middle School – Panther Partners Program
Not to exceed 2 hours per week, school year
Effective February 10, 2010 through
June 18, 2010
Stipend of \$35.00 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 13 – Page 3

I. Authorization, Approval & Ratification of Employment – continued

H. Stipend Assignments – continued

2. Guinn, JoNellia Basketball Ticket Seller
High School
Effective January 8, 2010 through
March 31, 2010
Stipend of \$50.00 per game

I. Student Helpers

1. Salazar, Crystal Student Helper – Workability
Location outside of district
Effective January 19, 2010
Hourly, as needed

II. Authorization, Approval & Ratification of Change of Assignment

1. Perez, Maria Promotion via Classified Interview:
From: Substitute Instructional Assistant –
Child Development
Hourly, as needed
To: Instructional Assistant –
Child Development
16.5 hours per week, school year
Child Development
Effective February 10, 2010
Range 11

III. Authorization, Approval & Ratification of Separation of Employment

1. El Fattal, David Assistant Superintendent – Business Services
District Office – Business Services
Accepted position outside of district
Effective February 28, 2010
Management Salary Schedule
2. de los Santos, Marco Accounting Supervisor
District Office – Business Services
8 hours per day, 12 months per year
Accepted position outside of district
Effective January 29, 2010
Supervisory Salary Schedule

BOARD REPORT

9.5 Classified Personnel Services Report No. 13 – Page 4

III. Authorization, Approval & Ratification of Separation of Employment – continued

3. Hinesley, Gisela
Substitute Clerk Typist/
Substitute Instructional Assistant
District Office
Personal
Effective January 22, 2010
Hourly, as needed
4. Augustson, Rosalie
Health Technician
Middle School
6 hours per day, 10 months per year
Retirement
Effective June 30, 2010
Range 19
5. Kienzle, Rosmarie
Instructional Assistant – Special Education IIA
Linwood Howe
3.5 hours per day, school year
Retirement
Effective June 30, 2010
Range 16
6. Lovgren, Linda
Instructional Assistant – Special Education
El Marino – 3.9 hours per day, school year
&
Instructional Assistant – Child Development
Child Development – El Rincon
16 hours per week, school year
Retirement
Effective June 30, 2010
Range 14 & 11
7. Sanchez, Kathy
Clerk Typist III
Food Services
8 hours per day, 11 months per year
Retirement
Effective July 5, 2010
Range 19
8. Zamora, Maria
Instructional Assistant – Bilingual
El Marino
3.6 hours per day, school year
Retirement
Effective June 30, 2010
Range 16

BOARD REPORT

9.5 Classified Personnel Services Report No. 13 – Page 5

IV. Authorization, Approval & Ratification of Termination of Employment

- | | | |
|----|-----------------|--|
| 1. | Negrete, Javier | Substitute School Custodian
Maintenance, Operations & Transportation
Effective February 4, 2010
Hourly, as needed |
|----|-----------------|--|

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

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/9/2010

9.6

9.6 Approval is Recommended for the Culver City Middle School 7th Grade GATE Students to Attend Astro Camp, Idyllwild, CA, April 30 to May 2, 2010

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

Culver City Middle School requests permission for the 7th grade GATE students to attend the annual GATE Astro Camp Field Trip in Idyllwild, California. Students will be chaperoned by CCHS teacher David Ross and two parent volunteers. The cost of the field trip will be paid by parent participation and GATE funding. Students will miss one day of school on April 30th.

RECOMMENDED MOTION: That the Board approve the proposed overnight field trip for Culver City Middle School 7th Grade GATE students to attend Astro Camp, Idyllwild, CA, April 30 to May 2, 2010.

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/9/2010

9.7

9.7 Approval is Recommended for Culver City High School Baseball Team to Participate in the Varsity Baseball Tournament in San Diego, CA, March 29 to April 2, 2010

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

Culver City High School requests permission for the baseball team to compete in the San Diego Lions Club Baseball Tournament in San Diego, California. The team will be under the direct supervision of coach Rick Prieto. Other coaches will accompany the team. This trip will be funded by the CCHS Booster Club. The dates of the trip are during Spring break.

RECOMMENDED MOTION: That the Board approve the proposed overnight field trip for the Culver City High School Baseball Team to Participate in the Varsity Baseball Tournament in San Diego, CA, March 29 to April 2, 2010.

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/9/2010

9.8

9.8 Approval is Recommended for Culver City High School Girls Lacrosse Team to Attend a Team Building Camping Trip to Carpinteria State Beach, CA, Feb. 26-27, 2010

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

Culver City High School requests permission for the girls lacrosse team to participate in a field trip to Carpinteria State Beach to establish team bonding, leadership skills and emphasize rules and goals for the season. The team will be under the direct supervision of coach Stephanie Cardenas and 4 volunteers. This trip will be funded through Booster Club. Students will miss one day of school on February 26th.

RECOMMENDED MOTION: That the Board approve the proposed overnight field trip for the Culver City High School Girls Lacrosse Team to Attend a Team Building Camping Trip to Carpinteria State Beach, CA, Feb. 26-27, 2010.

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/9/2010
9.9

9.9 Approval is Recommended for the Single Plan for Student Achievement (SPSA) for El Rincon Elementary School

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

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

Moved by:

Seconded by:

Vote:

The Single Plan for Student Achievement

El Rincon Elementary School

School Name

19-64444-6012678

CDS Code

Date of this revision: 12/15/2009

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Dr. E. T. Tracy
Position: Principal
Telephone Number: (310) 842-4340
Address: 11177 Overland Ave.
Culver City, CA 90230-5454
E-mail Address: tomtracy@ccusd.org

Culver City Unified School District

School District

Superintendent: Dr. Myrna Rivera Coté
Telephone Number: (310) 842-4220
Address: 4034 Irving Place
Culver City, CA 90232
E-mail Address: myrnariveracote@ccusd.org

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

II. School Vision and Mission

CULVER CITY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

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

EL RINCON ELEMENTARY SCHOOL MISSION

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

OUR VISION STATEMENT

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

EL RINCON ELEMENTARY SCHOOL BELIEF STATEMENTS

- We respect, honor, and acknowledge the diversity of all students and all cultures in our classroom.

- We, as educators, hold ourselves accountable to the highest standards and, to that end, we are committed to ongoing professional development.

- We provide a safe, clean, and nurturing environment that promotes each child's social and emotional growth and well being.

- We believe that family involvement is essential to each student's academic success.

- We hold our students to high expectations, provide all students access to a rigorous curriculum, and support all in mastering the academic standards in language arts, mathematics, social studies, science and the arts.

- We believe our community is contributory to the safety, success, and support of our students and their families.

III. School Profile

"We are Cougars!" This is instilled in all of our students, parents, and teachers at El Rincon Elementary School. What does it mean to be a Cougar? It means that there is a deep and consistently reinforced pride in our school. To be a Cougar, one must value their education, always try to do their best, respect themselves and others, and remember that it may not be how we start acquiring our education but how and where we finish.

If you were to visit our school on Cougar Pride Friday, you would hear our pep rally which involves positive messages, achievement awards, cougar performances, and a litany of words and accolades for our students, our teachers, and our parents. There are approximately 500 students who attend El Rincon Elementary School. All of our teachers are credentialed and highly qualified, or are in the final phase of becoming highly qualified as specified by the NCLB requirements.

To look at the faces of our students, you would see a beautiful microcosm of the world. At El Rincon 47% of our students are African American, 28% are Hispanic, 18% are Caucasian, 4% are Asian and less than 3% are a wonderful grouping of Egyptian, Ethiopian, Nigerian, and Ghanaian children. Our school grounds are full of vast greenery and beautiful landscaping which all provide plenty of places for children to run and play.

Our staff consists of 26 teachers which include 23 classroom teachers, one Special Day Class teacher, a Physical Fitness teacher, a Resource teacher and a Speech and Language teacher. We have a Family Center located on our campus which provides small group help for families who are Medi-cal recipients. In addition, we have a library staffed with a full time librarian and a computer lab staffed with a full time computer technology aide.

El Rincon parents are encouraged to participate in all areas of our school. They serve on curriculum committees and advisory boards (SSC, ELAC). Parents participate in the PTA, Booster Club, family events night, Open House, Book Fairs, field trips, tutoring, parenting classes, and through our Morning Coffee Advisory Group. We encourage our parents to communicate with their child's teacher at any time through email or by phone. Parents are encouraged to communicate with the Principal at any time during the day by stopping by, sending an email, or by telephone.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

El Rincon is rich with cultural diversity. Our cultural groups include African American, Asian, Hispanic, and White. African Americans make up the largest portion of our school population, 45% or 146 students. The next largest population is our Hispanic cultural group. The Hispanics make up 28% of the school population or 92 students. The white cultural group make up 17% of the school population, or 54 students, and the Asian culture make up 4% of the school population with 13 students.

When looking at the data, one notices that our English Learner group of students makes up 16% of the total school population with 51 students. The Economically Disadvantaged student group contributes to 27% of the total population with 89 students. Our Students with Disabilities make up 8% of the population with 26 students.

The school's API has shown steady growth over the past three years. In 2006, we went from a base API of 796 to 814. In 2007, we moved from 812 to 815. In 2008, we lunged forward from a base of 827 to 835. And again in 2009 we moved forward from an adjusted base API of 829 to a growth of 835. In looking at the data, one can see that our school continues to work toward meeting the targeted 800 API goal across the board in all student groups. Currently the African Americans' API is 824, Hispanic 790, and the White subgroup 898, the Economically Disadvantaged subgroup reached a API score of 779.

B. Surveys

Our surveys showed that the El Rincon parents, teachers, and students are satisfied with our school. Parents are satisfied with the overall academic curriculum, but indicated that there are areas needing some improvement. Results indicate a need for supplemental resources in social studies and science. However, the survey was concluded prior to us opening the new Science Discovery Lab. Computer technology was an area in which the surveys showed an area of needing improvement. Currently, we have 2 computers in each classroom. Overall, technology within El Rincon is in need of updating. We are quite fortunate to have the TIE grant to assist us with our understanding of how to use and expand the use of technology in the classroom.

C. Classroom Observations

During the 2008-2009 school year, El Rincon improved on its API score moving from 829 up to 835, an increase of 6 points. For as impressive as this may initially sound, two of our subgroups was not able to reach their targeted growth of 5 points. Our Hispanic or Latino subgroup had a base API of 791 and was given a 5 point goal for the year. This subgroup was not able to reach the goal and lost 1 point reducing its API to 790. The Socioeconomically Disadvantaged subgroup held an API of 779 and was given a 5 point goal for the year. However, this subgroup was not able to make the 5 point gain, but instead made zero points to keep its API at 779. The Socioeconomically Disadvantaged sub group now has an API score of 782. Even though this group did not make its API growth, it was able to meet its AYP growth criteria, along with the rest of the school

To improve upon our scores for all students, the faculty continues to examine benchmark assessment and CST data to determine areas of strength and areas of weakness in student performance as measured by these assessments. By using this data, we continue to gain a fairly accurate picture of what it will take to ensure success on this year's CST for all subgroups. Teachers collaborate weekly and identify intervention strategies for students struggling to reach grade level standards. The teacher collaboration meetings not only identifies intervention strategies, but creates a dialogue of best practices to be used in the classroom to meet the needs of our students. By differentiating the instruction, teachers are better able to meet the needs of their students who have different learning styles. Each classroom has a chart containing the essential standards for an easy and continual reminder of the standards taught under our standards based curriculum. In addition, teachers are listing the learning objective for both math and language arts on their white boards as another reminder of the day's lessons, and as a review piece. We believe these strategies and additions to the classroom environment will help to fill in the learning gaps of our students.

D. Student Work and School Documents

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

This year, we continue to focus on learning the Galileo data analysis program and have moved to

administering the on-line benchmark assessments for our students . Through this next step in bringing more technology into the classroom, teachers are able to retrieve benchmark data sooner from the Galileo program. Students receive their assessment results much quicker, and interventions or next best practices can begin sooner. We have agreed that "going green" is another goal we want to begin working on. By having the students take the benchmark assessments on-line, we have initiated the "going green" goal.

El Rincon Elementary School teachers have participated in ongoing professional development on differentiated instruction to help meet the needs of individual students and to accommodate a variety of learning styles. We continue to integrate technology and science across the curriculum throughout each grade level. The maintenance of a safe and secure learning environment is of paramount importance. We support a progressive schoolwide discipline plan focusing on the positive aspects of catching our students doing something good. We offer positive incentives such as Cougar Coins, classroom awards, and Citizen of the Month awards. We believe that being clear and consistent with our behavior based rewards and consequences system helps the students understand what is expected of them. Character development is taught throughout the district along with the Drug/Violence Prevention program, weekly schoolwide assemblies, and classroom recognition.

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

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

- Galileo Benchmark Assessments in Language Arts and Mathematics
- Star Test Data
- Open Court Reading Assessments
- Envision Math Assessments
- Fluency Assessments
- Teacher Created Assessments
- Johnston Spelling Inventory
- Basic Phonics Skills Test (BPST)
- Phonemic Awareness Assessments (K-1st grade)

El Rincon teachers are using the benchmark assessment data to drive instruction, design interventions and as a tool for differentiation of instruction. First through fifth grade teachers are able to use the data from trimester benchmark assessments to determine student success on the end of the year CST. Teachers working in grade level teams retrieve data from the Galileo program. They examine the data from the Developmental Profile and At-Risk Analysis reports to determine student academic needs.

We have ongoing instructional support provided by our ELD TOSA and Data TOSA. The ELD TOSA assists and provides instructional strategies and resource support for teachers with ELD students. The Data TOSA provides support and training to the teachers when using the Galileo program and other data to design and drive instruction. The Data TOSA also provides instructional training on how to use Galileo program and its capabilities.

El Rincon teachers adhere to the standards based instruction as outlined in the California Content Standards. All instructional materials are standards based and the social science materials are from the recent state program adoption. Essential standards have been identified and are being taught across each grade level. Each teacher has a poster of the essential standards hanging up in their classrooms.

V. Description of Barriers and Related School Goals

El Rincon Elementary School has a diversified population. 27% of the student population is designated as Economically Disadvantaged, which is defined as students who receive free/reduced-price school lunches and/or students who qualify for other public assistance. During the past three years, our Economically Disadvantaged students have made their Annual Yearly Progress (AYP) which is a required percentage of students scoring at "Proficient or Advanced" on the California Standards Test as determined by the California Department of Education. However, that same group failed to make its projected API increase of 5 points and consequently fell short of making its targeted AYP goal of 784 in 2009. Although, schoolwide there has been impressive progress in both math and language arts performances on the CST, the API score showed a zero growth for the economically disadvantaged subgroup, making their scores significantly lower than all of our other subgroups.

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

READING:

1. Phonemic Awareness-Kindergarten and 1st Grade

Possible barriers to proficient performance include:

- Primary home language is not English
- Limited language experience in all languages
- Lack of experience listening to literature
- Lack of additional support staff to facilitate small group or individual instruction
- Student exposed to more than one language at home
- Increase in certain handicapping conditions, such as autism, auditory processing problems, and ADHD
- Lack of pre-school attendance (an academic pre-school such as The Office of Child Development)
- Increased use of computer games vs. reading books and listening to stories
- Not enough kinesthetic methods used to teach decoding
- More parents functionally illiterate in all languages
- Parents working more than one job, leaving no time for children
- Economy negatively impacting population of El Rincon for last several years, therefore, increasing the percentage of economically disadvantaged students
- Students entering after K/1st grade do not get our early foundation

2. Word Analysis and Vocabulary Development-Grades 2-5

Possible barriers to proficient performance include:

- Limited vocabulary development
- Limited English acquisition of academic language
- High percentage of students are English Language Learners
- Limited opportunities to engage in conversations in the formal register
- Weakness in parental participation in reading homework
- Limited practice in vocabulary usage once introduced
- Not enough teaching of phonemic awareness/decoding skills past second grade

3. Reading Comprehension- Grades 2-5

Possible barriers to proficient performance include:

- High percentage of students who are English language learners
- Limited English vocabulary
- Limited proficiency in academic language
- Limited instruction from the home environment in concept development and inferential comprehension
- Increased incidence of spectrum disorders (autism, asbergers, OCD, ADD, ADHD)
- Spectrum disorders affect ability to abstract
- Not enough remediation going on in the classroom

WRITING:

1. Writing Strategies-Grades 2-5

Possible barriers to proficient performance include:

- High percentage of students are English Language Learners
- Language register is casual
- Limited proficiency in academic language

- Limited vocabulary
- Lack of writing modeled by teachers
- Long absences and frequent absences
- Weakness in oral language skills
- Not enough direct teaching or guided instruction in the writing process

MATHEMATICS:

1. Algebra and Functions & Number Sense- Grades K-5

Possible barriers to proficient performance include:

- Weakness in parent participation in homework follow-through-
- Weak English language proficiency
- Limited vocabulary of the discipline
- Ever increasing cognitive load required by multi-step problems
- Weak basic skills in addition, subtraction, multiplication and division
- Lack of professional development in mathematical concept and development
- Not enough practice time once concept is introduced

SOCIAL STUDIES:

1. Improve report grades in Social Studies

Possible barriers to proficient performances include:

- Lack of instructional time
- Weak background knowledge
- Limited academic language
- Weak reading comprehension
- Lack of professional development in content area

SCIENCE:

1. Increase percent of 5th Grade students scoring Proficient and Advanced on CST Science

Possible barriers to proficient performance include:

- Limited instructional time for science
- Lack of exposure to and knowledge of the language of the discipline
- Primary grades require additional materials
- Lack of measurable assessment
- Weak background knowledge base

VI. Planned Improvements in Student Performance

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

<p>SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) All students in grades K-5 will increase their Reading/Language Arts skills by improving their Phonemic Awareness, Reading Comprehension, Word Analysis and Vocabulary Developments determined by curriculum embedded assessments, teacher made tests, and grade level standards.</p>	
<p>Student groups and grade levels to participate in this goal: Kindergarten and 1st Grade: 82% of students will meet or exceed district benchmarks for all four areas of phonemic awareness. Grades 2-5: 60% of the students in grades 2-5 will score correctly in the Reading Comprehension section of the California Standards Test. Grades 2-5: 70% of the students in grades 2-5 will score correctly in the Word Analysis and Vocabulary Development portion of the California Standards Test.</p>	<p>Anticipated annual performance growth for each group: Grades 2-5: 60% of the Students in grades 2-5 will score correctly in the reading comprehension section of the California Standards Test and will increase this number by 5% annually thereafter.</p>
<p>Means of evaluating progress toward this goal: Phonemic Awareness: District Benchmark Assessment for K-1. Reading Comprehension: CST Word Analysis and Vocabulary Development: CST</p>	<p>Group data to be collected to measure academic gains: District Benchmark Assessments CST Curriculum Embedded Assessments</p>

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
Provide professional development for teachers with a focus on increasing familiarity with District benchmark assessments (Galileo) and rubrics, differentiated instruction, and best strategies for English language development.	on-going			SI,
Purchase additional appropriate supplemental materials.	on-going			SI,
Implement daily time for workshop (universal access and flexible grouping strategies) in all classrooms.	on-going	no charge		SI
Provide literacy instruction training for parents and Family Literacy Nights.	on-going			SI,
Enhance classroom and site library collections.	on-going			SI
Continue to learn and implement best instructional practices (i.e. Marzano, Bloom, Kame'enui, Hill & Flynn).	on-going			SI,

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

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) All students in grades K-5 will improve their writing skills to meet or exceed grade level standards as determined by curriculum embedded assessments, on going writing across the curriculum, and teacher made writing assignments. Additional focus will be on implementing and following the writing process.</p>	
<p>Student groups and grade levels to participate in this goal: Kindergarten - 5th grade</p> <p>Significant focus on our English language learners and Socioeconomically Disadvantaged population.</p>	<p>Anticipated annual performance growth for each group: Kindergarten-1st Grade: 95% will meet minimum writing benchmarks. 75% will exceed benchmarks for writing. Grade 2-5: 55% of the students will meet grade level standards</p>
<p>Means of evaluating progress toward this goal: Kindergarten and 1st grade progress will be evaluated with District benchmarks for writing.</p> <p>Grades 2-5 will be evaluated by the Writing Strategies portion of the CST.</p> <p>4th Grade STAR Writing results.</p> <p>Writing responses</p>	<p>Group data to be collected to measure academic gains: CST 4th Grade STAR Writing results</p> <p>Grade level writing prompts</p> <p>Writing responses</p> <p>Writing Across the Curriculum</p>

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
Teachers will continue to refine implementation of Being A Writer program.	on-going			SI
Provide professional development for implementing Writers' Workshop strategies including exemplars, Author's Chair, the writing process, criteria charts, and rubrics.	on-going			SI
Purchase appropriate additional supplemental materials.	on-going			SI
Provide direct instruction and supplemental instructional materials for penmanship.	on-going			SI
Provide extra instruction for English Language Learners in writing strategies by ELD Resource teacher and Instructional Assistant.	on-going			District Provided
Spelling Bee	on-going	no charge		
Purchase flash drives for record keeping of documents.	on-going			SI

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

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) All students will increase their math skills to meet or exceed grade level standards as determined by curriculum embedded assessments, teacher made tests, and benchmark assessments. Our emphasis will be placed on Algebra Functions, and Number Sense.</p>	
<p>Student groups and grade levels to participate in this goal: All students grades K-5 with specific focus on English Language Learners in Grades 2-5.</p>	<p>Anticipated annual performance growth for each group: Proficiency in Algebra Function and Number Sense: Grade 2: 58% proficiency Grade 3: 58% proficiency Grade 4: 58% proficiency Grade 5: 58% proficiency</p>
<p>Means of evaluating progress toward this goal: CST Teacher created assessments Curriculum embedded assessments</p>	<p>Group data to be collected to measure academic gains: CST District Benchmark Assessments-3X each year Assessments provided by district adopted curriculum Teacher made assessments</p>

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
Math Olympiad	on-going			
Chess Tutors	on-going	\$2500.00	\$2500	SI
Supplimental Instructional Supplies	on-going			SI
Family Math Nights	on-going			SI
Professional Development	on-going			SI
				SI

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

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) All students in grades K-5 will understand why and how they received the grades/scores on their report cards. Teachers will review the scoring rubrics and associated points awarded so students will understand and can articulate what a 1, 2, 3, and 4 grade is along with the understanding of what an A, B, C, D, and F grade is.</p>	
<p>Student groups and grade levels to participate in this goal: All students in Kindergarten - 5th Grade.</p>	<p>Anticipated annual performance growth for each group: All K-5 students will receive and be able to report what the "3" or a "C" on their end of the year Report Card means.</p> <p>Annual yearly growth as measured by individual student conferences.</p>
<p>Means of evaluating progress toward this goal: Classroom Assessments.</p> <p>Student/Teacher conferences</p> <p>Parent Teacher/Student conferences</p>	<p>Group data to be collected to measure academic gains: End of the year report card grades.</p> <p>Student Led Conference portfolio</p> <p>Student sample of written explanation of grades received on the report card</p>

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
Acquire instructional materials that address differentiated learning needs.	on-going			SI
Field Trips	on-going			PTA
Think Peace and Peace Maker Programs	on-going & expanding			Grant from Didi Hirsch Mental Health Clinic
Continue Character Education provided District-wide	on-going	no charge		
Too Good for Violence Program provided District-wide	on-going	no charge		

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

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) All students, K-5, will explore and become familiar with the Scientific Discovery Method as defined in grade level standards, curriculum embedded experiments, through use of the Science Lab, and science projects that require the Scientific Discovery Method.</p>	
<p>Student groups and grade levels to participate in this goal: All K-5th grade students</p>	<p>Anticipated annual performance growth for each group: 35% of all 5th graders will perform at proficient or advanced levels on the Science portion of California Standards Test, increasing by 5% each year thereafter.</p> <p>All K-4 students will perform at the proficient level as measured by grade level standards, using curriculum embedded assessments, and teacher created assessments.</p>
<p>Means of evaluating progress toward this goal: CST</p> <p>Curriculum embedded assessments</p> <p>Teacher created assessments</p>	<p>Group data to be collected to measure academic gains: CST</p> <p>Science notebook notes</p> <p>Student projects</p> <p>Science Curriculum embedded assessments</p>

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
Purchase supplemental instructional materials.	on-going			SI Science Lab
Professional Development	on-going			UCLA Grant TIE Grant
Enhancing Science Library materials to support the curriculum.	on-going			SI
Science Fair	Spring			PTA/SI
Family Science Night	Spring			Booster PTA
Science Laboratory	on-going			

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

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

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	292	305	327	47	54	54	136	143	146	22	12	13
Growth API	815	835	835		876	898	797	831	824			
Base API	812	827	829	854		877	798	809	829			
Target	A	A	A	A		A	2	A	A			
Growth	3	8	6			21	-1	22	-5			
Met Target	Yes	Yes	Yes			Yes	No	Yes	Yes			

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	78	84	92	51	46	51	91	126	89	19	19	26
Growth API	776	800	790				790	782	779			
Base API	770	791	791				777	796	779			
Target	5	5	5				5	4	5			
Growth	6	9	-1				13	-14	0			
Met Target	Yes	Yes	No				Yes	No	No			

Appendix A - School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Number of Annual Testers	859	791	851			
Percent with Prior Year Data	92.4%	99.9%	94.8%			
Number in Cohort	794	790	807	498	471	424
Number Met	414	511	489	170	221	182
Percent Met	52.1%	64.7%	60.6%	34.1%	46.9%	42.9%
NCLB Target	48.7%	50.1%	51.6%	27.2%	28.9%	30.6%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

Appendix A - School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	99	100	100	100	100	100	99	100	100	100	100	100
Number At or Above Proficient	168	187	201	33	40	40	76	85	86	16	9	9
Percent At or Above Proficient	57.5	59.6	61.5	70.2	75.5	74.1	55.9	58.6	58.9	72.7	75.0	69.2
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	92	100	100
Number At or Above Proficient	36	44	48	20	20	25	37	65	42	3	7	4
Percent At or Above Proficient	46.2	49.4	52.2	39.2	40.8	49.0	40.7	51.6	47.2	15.0	25.0	15.4
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	--	--	Yes	Yes	Yes	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46.0%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	99	100	100	100	100	100	99	100	100	100	100	100
Number At or Above Proficient	182	212	223	36	41	42	80	95	96	17	10	10
Percent At or Above Proficient	62.3	67.5	68.2	76.6	77.4	77.8	58.8	65.5	65.8	77.3	83.3	76.9
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	92	100	100
Number At or Above Proficient	42	56	57	25	29	33	54	69	50	5	11	5
Percent At or Above Proficient	53.8	62.9	62.0	49.0	59.2	64.7	59.3	54.8	56.2	25.0	39.3	19.2
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	--	--	Yes	Yes	Yes	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37.0%), (2009=47.5%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2008-09											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K			*****	***								1
1	2	10	15	75	3	15						20
2	7	39	6	33	5	28						18
3			2	22	5	56	1	11	1	11		9
4			1	17	4	67			1	17		6
5			1	25	2	50	1	25				4
6												
7												
8												
9												
10												
11												
12												
Total	9	16	26	45	19	33	2	3	2	3		58

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

Galileo Benchmark Assessments in Language Arts and Mathematics

STAR Test Data

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

Fluency assessments

Envision Math assessments

Teacher designed assessments

Johnston Spelling Inventory

Basic Phonics Skills Test (BPST)

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

Timed Facts tests

Summative tests from the previous grade level (discretionary)

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

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
100% of the classified staff at El Rincon Elementary School is considered highly qualified according to NCLB requirements. All of our classified staff do not need to meet the NCLB requirements of "Highly Qualified" as we are a targeted Title 1 school and not a school wide Title 1 school.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
El Rincon Principal is enrolled in the AB75/AB430 program and is receiving training during 2009/2010 school year to complete

necessary State requirements.

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

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
The monthly organization of professional development/grade level collaboration for teachers at El Rincon Elementary School is as follows:
1st Wednesday: Faculty Meetings
2nd Wednesday: Grade Level Meeting/Professional Development
3rd Wednesday: Technology Professional Development
4th Wednesday: Grade Level Meeting/Professional Development

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

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSA's), by DATA TOSA's, and by Beginning Teacher Support and Assessment personnel (BTSA TOSA's). Our Resource Specialist Program teachers provide continuous support and suggestions to our general education teachers to assist with those students who are struggling in various areas of the curriculum.
8. Teacher collaboration by grade level (EPC)
At El Rincon Elementary School the Physical Education program provides for a thirty minute daily (5 times per week) opportunity for teachers to collaborate across grade levels. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate.
Teacher collaboration is essential to the success of the students at El Rincon Elementary school. Teachers have agendas for their collaboration meetings.

Teaching and Learning

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

All teachers are meeting the suggested number of minutes per day for each curricular area.

ENGLISH LANGUAGE ARTS:

Kindergarten - 90 minutes
First - Third Grade - 150 minutes
Fourth & Fifth - 120 minutes

MATHEMATICS:

Kindergarten - Fifth Grade - 45-60 minutes

ENGLISH LANGUAGE DEVELOPMENT:

Kindergarten - Fifth Grade - 20 minutes

11. Lesson pacing schedule (EPC)

The Culver City Unified School District has designed a pacing plan that provides guidance and structure for delivering instruction in the essential California Content Standards for English Language Arts and Mathematics across all grade levels. Formative and interim assessments are administered three or more times per year to gather data on student progress toward meeting grade level content standards. Data is analyzed is further used to inform and determine the standards requiring more attention, and to drive instruction for classroom use, intervention and enrichment programs.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Culver City Unified School District provides all students with standards based instructional materials in all curricular areas, and across all grade levels.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Students at El Rincon Elementary School have available to them and use the following SBE-adopted and standards-aligned materials:

Open Court Reading 2002, including English Language Support Guide, Intervention Guide
Scott Foresman Mathematics, including reteach and enrichment
Scott Foresman Science
Houghton-Mifflin Social Studies

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. Cross-age tutoring, in the form of Buddy Reading, is arranged between Kindergarten and Fifth Grade classes and between Second and Fourth Grade classes. We normally hold a before/after school intervention for at-risk students each winter. The sessions are held two days per week for approximately 8 weeks. Students are given support in English Language Arts and/or mathematics. Many classes

have regular assistance from parent/grandparent volunteers. Volunteers read with students, drill and practice math facts, and generally help with follow up activities which support previous classroom instruction. Peer tutoring is also done by heterogeneously grouping leveled students within the classrooms.

15. Research-based educational practices to raise student achievement at this school (NCLB)
Teachers throughout Culver City are learning to use a District protocol for assessing and using student data to design intervention programs which will address students' learning deficiencies and identify areas for enrichment. The program analysis protocol we use is called Galileo. It provides benchmark assessment data which is used to improve upon and drive instruction. Grade level teams regularly meet to collaborate and plan instruction based on information retrieved from our Galileo program. Beginning in August of 2008, Administrators began working with Dr. Dennis Fox to develop the protocols. All teachers will continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies. District TOSA's provide immediate assistance to teachers and administrators with data analysis and program usage.

16. Opportunities for increased learning time (Title I SWP and PI requirement)
At El Rincon Elementary School, opportunities for increased learning time are funded with School Improvement funds. The program we have in place establishes daily school intervention programs previously described.

Also at El Rincon Elementary School, opportunities for increased learning time are funded through English Language Acquisition Program funds. Fourth and fifth grade students are provided intervention during regular school instruction in English Language Arts.

17. Transition from preschool to kindergarten (Title I SWP)
This section is not applicable as we are not a School Wide Title 1 program. We are a targeted Title 1 school. However, Pre-school teachers and kindergarten teachers at El Rincon meet informally to discuss the needs of pre-schoolers to collaborate and aid in the transition to kindergarten. Teachers provide information on each individual pre-school students which includes the child's strengths and weakness, and any other requirements.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
The following resources are available to the students of El Rincon Elementary School:
Science Fair
Los Angeles Opera Company - 4th grade
Music Center Assemblies
Social skills group Circle of Friends
Enrichment program/ Arts Technology/ Sports
Art instruction per individual class with an art teacher
Chess Test Tutors

School and Family partners
Family Math and Science Night K-1 Brain Gym
Symphonic Jazz Orchestra
Artist's in Residence Training Program through the Music Center Education Division
Southern California Wolf Trap Program - administered by the Music Center Education Division
Fifth Grade Ballroom Dancing through the Physical Education program
Accelerated Reader Program for 4th and 5th graders
Culver City Historical Society interpreters presenting local history to 4th graders
STAR Program
Family Center
Cultural Fair
Parent and Community Volunteers
Peace Makers

19. Strategies to increase parental involvement (Title I SWP)

In an effort to increase parental involvement the following opportunities exist:

English Learner's Advisory Committee
School Site Council
PTA
Cougar Club
Parent Student Handbook
School website
Volunteer opportunities in classrooms, on field trips, and school wide extra-curricular activities
Morning Coffee Club
Partners in Print
Family Literacy
Family Center Parenting Class
School Gardens

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

Funding

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

School Improvement Funds: Instructional Aides, Before/after school tutoring, supplemental instructional materials and supplies, teacher conferences, and teacher salaries

Discretionary Block Grant Funds AB 1802: Books, Instructional Supplies

ELAP: After School Tutoring Program, conferences and salaries for substitute teachers, intervention, teacher salaries, instructional supplies
(ELD/Latino Family Literacy)

Title I: Kindergarten Aides, STAR Program Instructional Aide, instructional supplies, Math + Music Program

Appendix C - Programs Included in this Plan

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

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

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

Total amount of state and federal categorical funds allocated to this school	\$71,079.63
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

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

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

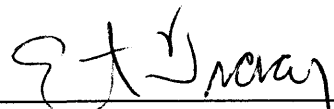
- School Advisory Committee for State Compensatory Education Programs
- English Learner Advisory Committee
- Community Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: January 7, 2010

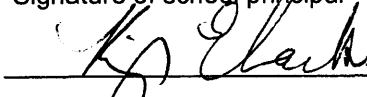
Attested:

Dr. E. T. Tracy
 Typed name of school principal


 Signature of school principal

1/22/10
 Date

Kip Ebanks
 Typed name of SSC chairperson


 Signature of SSC chairperson

1/26/10
 Date

Appendix E - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

El Rincon Elementary School
Three Way Pledge

The Parent's/Gardian Pledge

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

Therefore, I/we will be responsible for the following:

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

Parent's/Guardian's signature Date

The Student's Pledge

As a student, I realize that my education is important to me. I understand my parent(s) and teachers want to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I will be responsible for the following.

- ? Being responsible about my own behavior by following all school and classroom rules.
- ? Respecting the rights of others to learn without distraction and disruption.
- ? Being a cooperative learner.
- ? Arriving to school on time and being prepared to do my best.
- ? Returning all homework completed and on time.
- ? Spending time at home reading and studying.
- ? Asking for help when needed.

Student's Signature Date

The Teacher's Pledge

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

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

Teacher's Signature Date

Parents Pledge:

Staff Pledge:

Appendix F - School Site Council Membership: El Rincon Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kip Ebanks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jan Glusac	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jenn Nascimento	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tom Tracy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neil Glickman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Argelia Monroy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patty Valdovinos	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Julie Bechtloff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	2	1	4	0

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

BOARD REPORT

**2/9/2010
9.10**

9.10 Approval is Recommended for the Single Plan for Student Achievement (SPSA) for La Ballona Elementary School

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

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

Moved by:

Seconded by:

Vote:

The Single Plan for Student Achievement

La Ballona Elementary School

School Name

19-64444-6012694

CDS Code

Date of this revision: 12-07-2009

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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

Culver City Unified School District

School District

Superintendent: Dr. Myrna Rivera Coté
Telephone Number: (310) 842-4220
Address: 4034 Irving Place
Culver City, CA 90232-2848
E-mail Address: myrnariveracote@ccusd.org

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

II. School Vision and Mission

DISTRICT MISSION STATEMENT

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

BELIEFS

We believe that:

- each person deserves to be safe.
- everyone deserves to be treated with respect.
- honoring diversity makes us stronger.
- peace is worth pursuing.
- the quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits.
- everyone has a right to a belief system.
- aesthetics is essential to life.
- we are responsible for ourselves and accountable to each other.
- individuals have the right to express their views, opinions and thought.
- the sense of family and belonging is integral to our lives.
- everyone has the right to preserve his/her dignity.
- each person has the capacity for goodness.

LA BALLONA SCHOOL MISSION STATEMENT

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

BELIEFS

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

III. School Profile

La Ballona Elementary School has a current student population of 496 students in grades Kindergarten through five. Hispanic students make up 71% of the student population; 11% of the students are white; 7% of students are Asian; 4% of students are African American; 7% of students are other ethnicities including multiple. There are 22 general education classrooms, plus a room for ELD resource, speech, and the Resource Specialist Program. The school has a library and a computer lab. La Ballona has a Family Center, staffed by one full time case carrier and a part time social worker. The instructional staff includes a principal, 23 general education teachers (one pair of teachers job share), two special education teachers (job share), one physical education teacher, two P.E. aides, 4 instructional aides, 4 one-on-one special education aides, one ELD resource teacher, one ELD aide, one resource aide, one speech therapist, one library clerk, and one computer lab assistant.

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

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

La Ballona parents are encouraged to participate in all areas of our school. They serve on curriculum committees, advisory boards (SSC, ELAC, GATE Advisory), participate in PTA, attend Family Nights, Open House, Science and Book Fairs, Bank Days, field trips, International Dinner, tutoring, parenting classes, the Latino Family Literacy Program, materials production, and more. Parents are encouraged to communicate with teachers and the principal at any time. The kindergarten teachers at La Ballona collaborate with the State Pre-school Teachers on site in a dialogue to make the transition from pre-school a smooth one.

Equal Access to Core Curriculum

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

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

All students are identified as Title I. At-risk students in grades 2-5 are identified by CST and CAT6 scores in Reading/Language Arts and Mathematics, and grade reports in reading and math. In Kindergarten and 1st grades at-risk students are identified by performance on district developed benchmarks. At-risk students' academic progress is monitored throughout the year. They receive intervention support from the classroom teacher on a daily basis as well as extended learning times through after school classes.

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

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

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

Attendance/ Dropout

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

Transition from Preschool to Elementary/Middle School

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

La Ballona students matriculate into Culver City Middle School. Each spring the 5th grade students visit the Middle School and are given a tour and mini-orientation. Middle School counselors and students visit the 5th grade classes to plan classes and to answer questions.

5th grade teachers are knowledgeable of the adjustments to Middle School and prepare the students for this transition academically, socially, and emotionally, throughout the year.

Historically Underserved Populations

Teachers and Staff at La Ballona are sensitive to the particular needs of our students (culturally, gender, ethnically, socio-economically, physically, educationally). La Ballona teachers and staff make a conscious effort to provide our students equal opportunities to succeed and participate in all school activities. Additionally, all teachers in Culver City Unified School District have been provided with professional development about the implications of poverty in an educational setting, referencing the work of Ruby Payne. In 2009, La Ballona Elementary School was recognized as a recipient of the Title I Academic Achievement Award by the California Department of Education.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

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

The API for All Students at La Ballona Elementary School increased from 794 to 818 in 2009.
 The API for the significant sub-groups at La Ballona Elementary School increased as follows:
 Hispanic sub-group- API increased from 759 to 787 in 2009
 English Language Learners- API increased from 736 to 777 in 2009
 Economic Disadvantaged sub-group- API increased from 764 to 796 in 2009

B. Surveys

Conclusions from Parent, Teacher and Student Input indicate:

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

C. Classroom Observations

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

La Ballona has ongoing staff development focusing on research-based practices.

We will create and maintain a safe learning environment.

La Ballona supports a progressive discipline plan focusing on developmental assets.

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

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

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

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

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

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

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

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

D. Student Work and School Documents

Classroom instruction is designed to provide direct, explicit instruction, highly structured practice, guided practice and independent practice. Classroom assignments provide appropriate challenge and intervention when necessary. Many teachers have been trained to differentiate instruction using the tenets of depth and complexity by Donna Bennet. Teachers use small, flexible grouping strategies to pre-teach and re-teach concepts and skills during daily Workshop time. Homework is designed to provide students with review and practice of classwork.

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

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

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

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

READING:

Top three program elements with the highest ratings:

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

Three program elements with the lowest ratings:

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

WRITING:

Program elements with the highest ratings:

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

Three program elements with the lowest ratings:

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

MATHEMATICS:

Program elements with the highest ratings:

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

Three program elements with the lowest ratings:

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

SCIENCE:

Program elements with the highest ratings:

1. Diagnosing learning and prescribing instruction on a students/group basis
2. Assessing student results or outcomes
3. Managing the classroom

Program elements with the lowest ratings:

1. Staff development
2. Assessing student results
3. Materials/equipment for parents
4. Teachers' schedule

SOCIAL STUDIES:

Program elements with the highest ratings

1. Managing the classroom
2. Physical facilities
3. Effective instruction in a positive environment

Program elements with the lowest ratings:

1. Communication Systems
2. Teachers' schedules
3. Staff development
4. Time spent on instruction

FINE ARTS:

Program elements with the highest ratings

1. Providing effective instruction
2. Teacher knowledge and skill
3. Materials for teachers

Program elements with the lowest ratings:

1. Materials for parents
2. Diagnosing learning
3. Teachers' schedules

TECHNOLOGY:

Program elements with the highest ratings

1. Managing the classroom
2. Teacher receptivity
3. Math + Music Program

Program elements with the lowest ratings:

1. Technology maintenance
2. Teachers' knowledge and skills
3. Materials for students

V. Description of Barriers and Related School Goals

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

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

As La Ballona's school-wide API has risen to 818, the English Learner API is 777, and Socio-economic Disadvantaged API is 796 in 2009, we believe that we are reaping the benefits of the Lesson Study literacy initiative with improved student achievement.

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

READING:

1. Phonemic Awareness - Kindergarten and 1st Grade

Possible barriers to proficient performance include:

Primary home language is not English

Limited language experience

Lack of experience listening to literature

Lack of additional support staff to facilitate small group or individual instruction

2. Word Analysis and Vocabulary Development -Grades 2-5

Possible barriers to proficient performance include:

Limited vocabulary development

Limited acquisition of academic language

High percentage of students are English language learners

Limited opportunites to engage in conversations in the formal register

3. Reading Comprehension - Grades 2-5

Possible barriers to proficient performance include :

High percentage of students are English language learners

Limited vocabulary

Limited proficiency in academic language

Limited instruction in concept development and inferential comprehension

WRITING:

1. Writing Strategies - Grades 2-5

Possible barriers to proficient performance include:

High percentage of students are English language learners

Language register is casual

Limited proficiency in academic language

Limited vocabulary
Lack of writing opportunities and formal writing instruction
Long absences and frequent absences
Weaknesses in oral language skills

MATHEMATICS:

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

SOCIAL STUDIES:

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

SCIENCE:

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

VI. Planned Improvements in Student Performance

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

<p>SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) Reading/Language Arts</p> <p>1. Phonemic Awareness: 2. Reading Comprehension: 3. Word Analysis and Vocabulary Development:</p>	
<p>Student groups and grade levels to participate in this goal: Kindergarten and 1st Grade- 82% of students will meet or exceed district benchmarks for all four areas of phonemic awareness.</p> <p>Grades 2-5 - Students in grades 2-5 will score 60% of answers correct in the Reading Comprehension section of the California Standards Test.</p> <p>Grades 2-5 - Students in grades 2-5 will score 70% of the answers correct in the Word Analysis and Vocabulary Development portion of the California Standards Test.</p>	<p>Anticipated annual performance growth for each group: Grades 2-5 - Students in grades 2-5 will score 60% of answers correct in the readingcomprehension section of the California Standards Test, with an increase of 5 % each year thereafter.</p> <p>Grades 2-5 - Students in grades 2-5 will score 70% of the answers correct in the Word Analysis and Vocabulary Development portion of the California Standards Test and increase 5% thereafter.</p>
<p>Means of evaluating progress toward this goal: Phonemic Awareness: District Benchmark Assessments for K-1.</p> <p>Reading Comprehension: CST</p> <p>Word Analysis and Vocabulary Development: CST</p>	<p>Group data to be collected to measure academic gains: District Benchmark Assessments CST OCR Unit Assessments</p>

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Provide professional development for teachers with a focus on increasing familiarity with District benchmark assessments (Galileo) and rubrics, differentiated instruction, and best strategies for English language development.	on-going			Title I CCEF grant
Purchase additional appropriate supplemental materials.	on-going			SI, Title I
Implement daily time for Workshop (universal access and flexible group strategies) in all classrooms.	on-going	no charge		
Implement Earobics program in Kindergarten and 1st grade classrooms.	on-going			SI
Provide literacy instruction trainings for parents and Family Literacy Nights.	on-going			Title I, CCEF grant

Enhance classroom and site library collections.	on-going			Title I
Continue to learn and implement best instructional practices (i.e. Marzano, Bloom, Kame'enui, Hill & Flynn).	on-going			Title I
Use Accelerated Reader Program to supplement fluency and comprehension practice.	on-going			SI

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Writing Proficiency	
Student groups and grade levels to participate in this goal: Kindergarten - 5th Grade Significant focus on English language learners and socio-economically disadvantaged population.	Anticipated annual performance growth for each group: Kindergarten-1st Grade: 95 % will meet minimum writing benchmarks. 75 % will exceed benchmarks for writing. Grade 2: Will score 60% Grade 3: Will score 65% Grade 4: Will score 55 % Grade 5: Will score 55%
Means of evaluating progress toward this goal: Kindergarten and 1st grade progress will be evaluated with District benchmarks for writing. Grades 2-5 will be evaluated by the Writing Strategies portion of the CST. 4th Grade STAR Writing results. Writing responses (OCR)	Group data to be collected to measure academic gains: CST Grade level writing prompts Writing responses (OCR)

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
Teachers will continue to refine implementation of Being A Writer program.	on-going			District grant
Provide professional development for implementation of Writers' Workshop strategies including exemplars, Author's Chair, the writing process, criteria charts, and rubrics.	on-going			Title I
Purchase appropriate additional supplemental materials	on-going			Title I
Provide direct instruction and supplemental instructional materials for penmanship.	on-going			Title I
Provide extra instruction for English language learners in writing strategies by ELD Resource teacher and Instructional Assistant.	on-going			District provided
Spelling Bee	on-going	no charge		
Purchase flash drives for record keeping of documents.	on-going			Title I

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Mathematics	
Student groups and grade levels to participate in this goal: All students Grades K-5 with specific focus on English language learners in Grades 2-5.	Anticipated annual performance growth for each group: Proficiency in Algebra Function and Number Sense: Grade 2: 80% proficiency Grade 3: 65% proficiency Grade 4: 65% proficiency Grade 5: 42% proficiency
Means of evaluating progress toward this goal: CST	Group data to be collected to measure academic gains: CST District Benchmark Assessments - 3X each year Assessments provided by district adopted curriculum Teacher made assessments

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
ST Math+Music Program	on-going	\$50,938.00		SI and Title I
Supplemental instructional supplies	on-going			Title I
Math Olympiad	on-going			Title I
Family Math Nights	on-going			SI
Professional development	on-going			SI
A new math program called Envision Math by Pearson was adopted by the District.	on-going			District provided

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Social Studies	
Student groups and grade levels to participate in this goal: All students in Kindergarten -5th Grade.	Anticipated annual performance growth for each group: 65% of K-5 students will receive a "3" or a "C" on their end of the year Report Card. 5% yearly growth.
Means of evaluating progress toward this goal: Classroom assessments	Group data to be collected to measure academic gains: End of the Year Report Card grades.

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Acquire instructional materials that address differentiated learning needs.	on_going			Title I
Field Trips	on-going			PTA
International Dinner	June 2010			PTA
Continue Character Education provided District-wide.	on-going	no-charge		
Too Good For Violence Program provided District-wide.	on-going	no charge		
Think Peace and Peace Maker Programs	on-going			grant from Didi Hirsch Mental Health Clinic

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Science	
Student groups and grade levels to participate in this goal: All 5th Grade students	Anticipated annual performance growth for each group: 50% of all 5th Graders will perform at Proficient or Advanced Levels on the Science portion of California Standards Test, increasing by 5% each year thereafter. 30% of 5th Grade English language learners will score at the Basic Level and 20% at the Proficient and or Advanced Levels.
Means of evaluating progress toward this goal: CST	Group data to be collected to measure academic gains: CST

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Purchase supplemental instructional materials.	on-going			Title I
Professional Development	on-going			UCLA grant
Enhance library materials to support the curriculum.	on-going			SI
Science Fair	Spring			PTA/ Title I

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	352	339	310	46	38	31	19	17	12	30	27	19
Growth API	779	797	818									
Base API	767	784	794									
Target	5	5	5									
Growth	12	13	24									
Met Target	Yes	Yes	Yes									

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	242	234	222	140	138	133	219	221	180	24	21	21
Growth API	742	761	787	706	739	777	740	766	796			
Base API	732	749	759	691	717	736	723	748	764			
Target	5	5	5	5	5	5	5	5	5			
Growth	10	12	28	15	22	41	17	18	32			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Number of Annual Testers	859	791	851			
Percent with Prior Year Data	92.4%	99.9%	94.8%			
Number in Cohort	794	790	807	498	471	424
Number Met	414	511	489	170	221	182
Percent Met	52.1%	64.7%	60.6%	34.1%	46.9%	42.9%
NCLB Target	48.7%	50.1%	51.6%	27.2%	28.9%	30.6%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

Appendix A - School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	167	163	170	38	29	23	11	10	9	16	19	16
Percent At or Above Proficient	47.4	48.1	54.8	82.6	76.3	74.2	57.9	58.8	75.0	53.3	70.4	84.2
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	93	92	104	38	46	58	80	89	87	5	1	5
Percent At or Above Proficient	38.4	39.3	46.8	27.1	33.3	43.6	36.5	40.3	48.3	20.8	4.8	23.8
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46.0%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	99	100	100	100	100	100	95	100	100	100	100
Number At or Above Proficient	211	225	215	37	32	24	11	11	11	21	22	17
Percent At or Above Proficient	60.1	66.8	69.4	80.4	84.2	77.4	57.9	68.8	91.7	70.0	81.5	89.5
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	99	99	100	100	99	100	100	96	100
Number At or Above Proficient	128	142	143	62	76	84	115	137	120	8	5	7
Percent At or Above Proficient	53.1	60.9	64.4	44.6	55.5	63.2	52.8	62.6	66.7	33.3	25.0	33.3
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37.0%), (2009=47.5%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2008-09											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K					*****	***						1
1	4	10	14	35	18	45	4	10				40
2			9	33	14	52	4	15				27
3	7	17	8	20	23	56	1	2	2	5		41
4			7	37	9	47	3	16				19
5	3	12	13	50	7	27			3	12		26
6												
7												
8												
9												
10												
11												
12												
Total	14	9	51	33	72	47	12	8	5	3		154

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
The State and local assessments used to improve student achievement and to inform and modify instruction are:
Galileo Benchmark Assessments in Language Arts and Mathematics
STAR Test Data
Open Court Reading Unit assessments, including writing prompts, comprehension check points
Fluency assessments
District developed Math assessments
Teacher designed assessments
Johnston Spelling Inventory
Basic Phonics Skills Test (BPST)
Phonemic Awareness Assessments such as sound segmenting, oral blending and oral comprehension (used in Kindergarten and First Grade)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
Teachers use Galileo Benchmark Assessment Data to inform instruction and design intervention. Grade level teams examine data from Galileo generated Development Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given three times yearly in first through fifth grades. This data provides teachers with a probability of student success on the California Standards Tests administered each year in the late spring. Instruction is modified and interventions are provided to students based on assessment information about their individual learning needs before the state testing occurs in May.

Staffing and Professional Development

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

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

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

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

Teaching and Learning

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

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
Culver City Unified School District provides all students across grade levels with standards-based instructional materials in all curricular areas.
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)
Students at La Ballona Elementary School have available and use the following State Board of Education (SBE) -adpoted and standards-aligned materials:
Open Court Reading 2002, including English Language Support Guide, Intervention Guide
Envision Mathematics, including reteach and enrichment
Scott Foresman Science
Houghton-Mifflin Social Studies

SBE-adopted and standards-aligned intervention materials being used at La Ballona are:
Developmental Studies Center - Being A Writer
Developmental Studies Center -Making Meaning
Developmental Studeis Center - Let's Talk About It !

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. Instructional Aides work in all kindergarten classes to enable underperforming stuents to meet standards. Peer tutoring, in the form of Buddy Reading, is arranged between various upper and lower grade classes. We offer various before/after school intervention for at-risk students each winter. The sessions are held between two and four days per week for approximately 8 weeks in the area of English Lang.uage Arts. . Many classes receive regualr assistance from parent/grandparent volunteers. Volunteers provide various forms of help such as reading with individual students, practicing math facts, and generally assisting with follow up activities that supports previous classroom instruction.
15. Research-based educational practices to raise student achievement at this school (NCLB)
Teachers throughout Culver City Unified School district are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning difficiencies and identify areas for enrichment. The program we use is called ATI/Galileo and it provides periodic benchmark assessments which are used to inform instruction. Grade level teams regularly meet to collaborate and plan this instruction. In August 2009, administrators continued working with Dr. Dennis Fox to refine the protocols. All teachers will continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies necessary to improve student achievement.
16. Opportunities for increased learning time (Title I SWP and PI requirement)
At La Ballona Elementary School, opportunities for increased learning time are funded through English Language Acquisition Program (ELAP) monies. Fourth and fifth grade students are provided additional instruction in English Language Arts before or after school.
17. Transition from preschool to kindergarten (Title I SWP)
La Ballona has a state pre-school program on site. This year the district began a formalized collaboration between kindergarten and pre-school teachers. At the and of the academic year, pre-school teachers fill out placement cards for each student indicating the child's language, socia, emotional, cognitive and motor development. These cards are turned in to the principal who shares them with the Kindergarten teachers for proper placement. A major strategy for improving the transition between pre-school is for the pre-school teachers to meet with Kindergarten teachers on a regular basis to exchange ideas, expectations and objectives.

Involvement

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

The following resources are available to the students of La Ballona Elementary School:

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

19. Strategies to increase parental involvement (Title I SWP)

In an effort to increase parental involvement at La Ballona Elementary School, the following opportunities exist:

The La Ballona Parent compact - Three Way Pledge

This document highlights responsibilities of parents, students and teachers in supporting student success in school.

(See Appendix E.)

Back to School Night
 Open House
 School-wide Science Fair
 Annual Student-Parent-Teacher Goal Setting Conferences
 Spring Parent Conferences
 Partners in Print Parent Training
 Latino Family Literacy Program
 Family Center Parenting Class
 English Learner's Advisory Committee
 School Site Council
 PTA
 Annual La Ballona International Dinner
 Taste of La Ballona
 PTA Reflections Art Contest
 Family Movie Nights
 PTA Book Fairs
 Winter Concert
 Spring Concert
 PTA sponsored "What Will I Do This Summer?"
 La Ballona Variety Show
 Parent Student Handbook
 School website
 Volunteer opportunities in classrooms, on field trips, and school wide extra-curricular activities
 La Ballona Education Partners (booster club)

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

Funding

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

School Improvement Funds: supplemental instructional materials and supplies,
Accelerated Reader Program, Keyboarding Teacher, Computer Lab Aide

ELAP: Intervention teacher salaries, instructional supplies, Latino Family Literacy Program
Title I: Kindergarten Aides, STAR Program Instructional Aide, instructional supplies, Math + Music Program

PTA funds all field trips and Music Center Assemblies.
Unit Budget funds all supplies.

Culver City Education Foundation Grant to support Literacy Focus at La Ballona Elementary School

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 24,100.45
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	\$
Total amount of state categorical funds allocated to this school	\$ 24,100.45

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 90,771.58
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe(42)	\$
Total amount of federal categorical funds allocated to this school	\$\$ 90,771.58

Total amount of state and federal categorical funds allocated to this school	\$\$ 114,872.03
---	------------------------

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

Appendix D - Recommendations and Assurances (La Ballona Elementary School)

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee

Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: January 7, 2010

Attested:

Christine Collins
 Typed name of school principal

Christine A. Collins
 Signature of school principal

1-30-2010
 Date

Alix Bearman
 Typed name of SSC chairperson

Alix Bearman
 Signature of SSC chairperson

1-20-2010
 Date

Appendix E - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

La Ballona School
Three Way Pledge

The Student's Pledge

As a student, I realize that my education is important to me. I understand my parent(s) and teachers want to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I will be responsible for the following.

- * Being responsible about my own behavior by following all school and classroom rules.
- * Respecting the rights of others to learn without distraction and disruption.
- * Being a cooperative learner.
- * Arriving to school on time and being prepared to do my best.
- * Returning all homework completed and on time.
- * Spending time at home reading and studying.
- * Asking for help when needed.

Parent's/Guardian signature Date

Parents Pledge:

La Ballona School
Three Way Pledge

The Parent's Pledge

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

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

Parent's/Guardian's signature Date

Staff Pledge:

La Ballona School
Three Way Pledge

The Teacher's Pledge

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

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

Teacher's Signature Date

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

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
LAURA CHARDIET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IRENE FRENCH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KELLI JONES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOTT KECKEN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ISABELLE REYES-PEREZ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ALIX BEARMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REBECCA GODBEY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ERICA THORUP	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BESSY REYNA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CHRISTINE COLLINS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

BOARD REPORT

2/9/2010

10.1

10.1 American Citizenship Awards

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

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

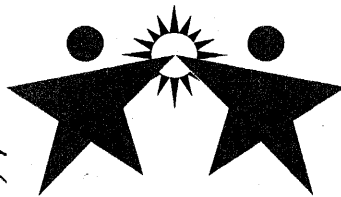
This month eight students, one from each school, will be recognized for their good citizenship.

2/9/2010
10.2

BOARD REPORT

10.2 Culver City Lions Club

The Board of Education will present the Culver City Lions Club with a Proclamation for their dedication in providing funding for in-school eye exams for the students of the Culver City Unified School District for the past five decades.



CULVER CITY
UNIFIED SCHOOL DISTRICT

Lifelong learning ... Filling the future with options

The Culver City Unified School District Proudly Recognizes and Thanks

Culver City Lions Club

WHEREAS, The Culver City Lions Club was chartered on April 23, 1923 as a philanthropic service club dedicated to making the Culver City community a better place; and

WHEREAS, In 1951, Lion Dr. Keith Criswell started the Culver City Lions Club Eyesight Conservation Clinic, which served as a model for similar clinics set up by other Lions Clubs across the country; and

WHEREAS, The Culver City Lions Club has maintained its focus on vision programs since that time; and

WHEREAS, Over the past five decades, thousands of CCUSD students have benefited from the in-school eye examinations paid for by the Culver City Lions Club; and

WHEREAS, One out of every seven students failed eye examinations in recent tests conducted at CCUSD elementary schools; and

WHEREAS, The partnership forged by the Culver City Unified School District and the Culver City Lions Club means that these students can be properly assessed and their parents notified so that they can receive further eye care and proper attention; and

WHEREAS, The Culver City Lions Club often helps pay for glasses or advanced care if a student's family cannot afford such care; and

WHEREAS, California state law requires schools to provide a minimum level of eye screening, and the Lions save CCUSD more than \$4,000 each year by providing students with even more thorough eye screenings than are prescribed by state law; and

WHEREAS, The Culver City Lions Club has provided free eyesight screenings since 1951, testing more than 150,000 students during that time.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Culver City Unified School District hereby recognizes the Culver City Lions Club and thanks the Club and its members for all they have done to benefit the students of Culver City Unified School District this 9th day of February, 2010.

Steven Gourley, President

Scott Zeidman, Vice President

Karlo Silbiger, Clerk

Katherine Paspalis, Parliamentarian

Patricia Siever, Member

Dr. Myrna Rivera Coté, Superintendent

2/9/10
12.1

BOARD REPORT

12.1 First Reading of Revised Administrative Regulation 4361.5, Military Leave

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 deleting Board Policy 4361.5, Military Leave and revising the Administrative Regulation to reflect current law.

Management, Supervisory and Confidential
Personnel

MILITARY LEAVE

~~Any management, supervisory and confidential personnel who enter the active military service of the United States of America or the State of California, including active service in any uniformed auxiliary of, or to, any branch of such military service, created or authorized as such auxiliary by the Congress of the United States of America or by the Legislature of the State of California, or in the service of the United States Merchant Marine, or in full-time paid service of the American Red Cross during any period of national emergency declared by the President of the United States of America, or during any war in which the United States of America is lawfully engaged, shall be entitled to absent himself/herself from his/her duties as an employee of the district.~~

~~Management, supervisory and confidential employees shall be granted temporary leave not to exceed 180 calendar days, provided they are members of the reserve corps of the armed forces of the United States National Guard, or of the Naval Militia, while engaged in military duty ordered for purposes of military training, drills, encampments, naval cruises, or special exercises or like activities.~~

~~Military leave shall be granted for the period of ordered service plus six months after the employee honorably leaves military service or is released to inactive duty.~~

~~Management, supervisory and confidential personnel employed by the district for one calendar year shall receive their full usual pay for the first 30 days of military service.~~

~~Time spent on military leave counts toward step advancement on the salary schedules.~~

~~Time spent on military leave counts toward salary step advancement on the salary schedules.~~

~~Military leave of absence shall not be construed as a break in the continuity of the service of the employee for any purpose.~~

~~Management, Supervisory and Confidential
Personnel~~

MILITARY LEAVE

~~A written request for military leave of absence shall be submitted at the earliest possible date, together with a copy of the official orders.~~

~~Employees on military leave shall notify the district at least 30 days prior to the anticipated return to the district.~~

Military leave shall be granted in accordance with applicable state and federal law to employees performing military duties on a voluntary or involuntary basis in a uniformed service, including active duty, active duty for training, initial active duty for training, inactive duty training, full-time National Guard duty, examination to determine fitness for duty, and performance of funeral honors duty. (Education Code 44800; Military and Veterans Code 395, 395.01, 395.02, 395.05, 395.1, 395.2, 395.9; 38 USC 4301, 4303, 4316)

(cf. 4161/4261/4361 - Leaves)

An employee who needs to be absent from the district to fulfill his/her military service shall provide advance written or verbal notice to the Superintendent or designee, unless the giving of such notice is precluded by military necessity or is otherwise impossible or unreasonable. (38 USC 4312; 20 CFR 1002.85, 1002.86)

Salary/Compensation

An employee shall receive his/her salary or compensation for the first 30 days of any one absence for military leave or during one fiscal year, under any of the following conditions:

1. Active Military Training or Exercises: The employee is granted a temporary military leave of absence to engage in ordered military duty for purposes of active military training, encampment, naval cruises, special exercises, or like activity as a member of the reserve corps or force of the United States Armed Forces, National Guard, or Naval Militia, provided that: (Military and Veterans Code 389, 395, 395.01)
 - a. He/she has been employed by the district for at least one year immediately prior to the day the military leave begins.
 - b. The ordered duty does not exceed 180 days, including time involved in going to and returning from such duty.
2. Active Military Duty: The employee is on military leave, other than a temporary military leave, to engage in active military duty as a member of the reserve corps or force of the United States Armed Forces, the National Guard, or the Naval Militia, provided that he/she has been employed by the district for at least one year immediately prior to the day the military leave begins. (Military and Veterans Code 389, 395.02)

3. War or Other Emergency: The employee, however long employed by the district, is a member of the National Guard who is engaged in military or naval duty during a state of extreme emergency as declared by the Governor, or during such time as the National Guard may be on active duty in situations described in Military and Veterans Code 146, including travel time to and from such duty. (Military and Veterans Code 395.05)
4. Inactive Duty Training: The employee is a member of the reserve corps or force of the United States Armed Forces, National Guard, or Naval Militia who is engaged in temporary inactive duty training, provided that he/she has been employed by the district for at least one year immediately prior to the day the military leave begins and the ordered duty does not exceed 180 days, including time involved in going to and returning from such duty.

In determining the length of district employment when necessary to determine eligibility for compensation for military leave, all recognized military service performed during and prior to district employment shall be included.

For classified employees, 30 days' compensation shall be one month's salary. For certificated employees, 30 days' compensation shall be one-tenth of the employee's annual salary. (Education Code 45059)

Certificated employees shall not be entitled to compensation during non-teaching, non-paying months of the year.

During the period of military leave, an employee may, upon his/her own request, use any vacation or similar paid leave accrued before the commencement of the military leave. The district shall not require the employee to use such leave. (38 USC 4316; 20 CFR 1002.153)

Benefits

An employee may elect to continue his/her health plan coverage during the military leave. The maximum period of coverage for the employee and his/her dependents shall be either 24 months from the beginning of the leave or until the day after the employee fails to apply for or return to employment, whichever is less. (38 USC 4317; 20 CFR 1002.164)

An employee on military leave may be required to pay the employee cost, if any, of any funded benefit to the extent that other employees on leave are so required. (38 USC 4316)

An employee absent for 30 days or fewer shall not be required to pay more than the employee share for such coverage. An employee absent for 31 days or more may be required to pay not more than 102 percent of the full premium under the plan. (38 USC 4317; 20 CFR 1002.166)

Any employee called into active military duty as a member of the California National Guard or a United States Military Reserve organization shall receive, for up to 180 days, the difference between the amount of his/her military pay and the amount the employee would have received from the district and all benefits that the employee would have received if he/she had not been called to active military duty, unless the benefits are prohibited or limited by vendor contracts.

Vacation and Sick Leave Accrual

An employee on temporary military leave under the conditions described in item #1 Active Military Training or Exercises, in the section entitled "Salary/Compensation" above, shall continue to accrue the same vacation, sick leave, and holiday privileges to which he/she would otherwise be entitled if not absent. (Military and Veterans Code 395)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

An employee on military leave who is serving in active duty in time of war, national emergency, or United Nations military or police operation shall not accrue sick leave or vacation leave during the period of such leave. (Military and Veterans Code 395.1)

However, an employee who is a National Guard member on active duty as described in item #3 War or Other Emergency, in the section entitled "Salary/Compensation" above, shall not suffer any loss or diminution of vacation or holiday privileges because of his/her leave of absence. (Military and Veterans Code 395.05)

Pension Plan Service Credit

Pension plan service credit and vesting shall continue during an employee's military leave as though no break in service had occurred. Payment of employer and employee contributions shall be made in accordance with law for members of the State Teachers' Retirement System or Public Employees' Retirement System. (Education Code 22850-22856; Government Code 20990-21013)

Employment Status

Absence for military leave shall not affect the classification of any certificated employee. In the case of a certificated probationary employee, the period of such absence shall not count as part of the service required to obtain permanent status, but shall not be construed as a break in the continuity of service for any purpose. (Education Code 44800)

(cf. 4116 - Probationary/Permanent Status)

Reinstatement Rights

At the conclusion of the military duty, an employee shall be promptly reinstated in the position held at the beginning of the leave, at the salary to which he/she would otherwise have been entitled, except under the conditions noted below. (Education Code 44800; Military and Veterans Code 395, 395.2; 38 USC 4304, 4313; 20 CFR 1002.180-1002.181)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any employee who performs active military duty in time of war, national emergency, or United Nations military or police operation has a right to return to his/her position within six months of an honorable discharge or placement on inactive duty. Reinstatement rights shall not be extended

to any such employee who fails to return within 12 months after the first date upon which he/she could terminate or could cause to be terminated his/her active service. (Education Code 44800; Military and Veterans Code 395.1)

When an employee has been on military leave for reasons other than war or national emergency, the time frame for reinstatement shall depend on the length of military service as follows: (38 USC 4312; 20 CFR 1002.115, 1002.118)

1. For a leave of 30 days or fewer, the employee shall report for duty no later than the beginning of the first full work day following the completion of military service, provided the employee has a period of eight hours to rest following transportation to his/her residence.
2. For a leave of 31-180 days, the employee shall submit a written or verbal application for reinstatement not later than 14 days after the completion of military service.
3. For a leave of more than 180 days, the employee shall submit a written or verbal application for reinstatement within 90 days after the completion of military service.

In cases where reporting within the periods specified in items #1 and #2 above is impossible or unreasonable through no fault of the employee, he/she shall report as soon as possible after the expiration of the period. (38 USC 4312; 20 CFR 1002.115, 1002.117)

An employee who is hospitalized for, or convalescing from, an illness or injury incurred in or aggravated during the performance of military service shall report for duty or submit an application for reinstatement at the end of the period that is necessary to recover from such illness or injury, but no more than two years after the completion of military service unless circumstances beyond the employee's control make reporting within the two-year period impossible or unreasonable. (38 USC 4312; 20 CFR 1002.116)

(cf. 4032 - Reasonable Accommodation)

Upon receiving an application for reinstatement, the Superintendent or designee shall reinstate the employee as soon as practicable under the circumstances of his/her case, but within a time period not to exceed two weeks, absent unusual circumstances. (20 CFR 1002.181)

If the employee's previous position has been abolished, he/she shall be reinstated in a position of like seniority, status, and pay, if such position exists, or to a comparable vacant position for which he/she is qualified. (Military and Veterans Code 395, 395.1; 38 USC 4313; 20 CFR 1002.192)

An employee failing to apply for reinstatement within the appropriate period does not automatically forfeit his/her rights, but shall be subject to the Board's rules governing unexcused absences. (38 USC 4312)

The Superintendent or designee may elect not to reinstate an employee following military leave if any of the following conditions exists:

1. The district's circumstances have so changed as to make such re-employment impossible or unreasonable, such as a reduction in force that would have included the employee. (38 USC 4312; 20 CFR 1002.139)
2. The accommodation, training, or effort described in 38 USC 4313(a)(3), (a)(4), or (b)(2)(B) would impose an undue hardship on the district as defined in 20 CFR 1002.5 or 1002.198. (38 USC 4312; 20 CFR 1002.139)
3. The employee's position was for a brief, nonrecurrent period and there was no reasonable expectation that such employment will continue indefinitely or for a significant period. (38 USC 4312; 20 CFR 1002.139)
4. The employee's cumulative length of absence and length of all previous military leave while employed with the district exceeds five years, excluding those training and service obligations specified in 38 USC 4312(c). (38 USC 4312; 20 CFR 1002.99-1002.103)
5. The employee was separated from military service with a disqualifying discharge or under other than honorable conditions. (Military and Veterans Code 395.1; 20 USC 4304, 4312; 20 CFR 1002.134-1002.138)

Notices

The Superintendent or designee shall provide employees a notice of the rights, benefits, and obligations of employees granted military leave and of the district under the Uniformed Services Employment and Reemployment Rights Act (USERRA), 38 USC 4301-4334. (38 USC 4334)

This requirement may be met by posting the notice where the district customarily places notices for employees. (38 USC 4334)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Legal Reference:

EDUCATION CODE

22850-22856 Pension benefits, STRS members on military leave

44018 Compensation for employees on active military duty

44800 Effect of active military service on status of employees

45059 Employee ordered to military/naval duty - computation of salary

GOVERNMENT CODE

18540 Definition of armed forces

18540.3 Recognized military service

20990-21013 Pension benefits, PERS members on military leave

MILITARY AND VETERANS CODE

146 Events justifying calling of militia into active service

389 Definitions; temporary military leave

394 Nondiscrimination based on military service

395-395.9 Military leave

UNITED STATES CODE, TITLE 38

4301-4334 Uniformed Services Employment and Reemployment Rights Act of 1994

CODE OF FEDERAL REGULATIONS, TITLE 20

1002.1-1002.314 Uniformed Services Employment and Reemployment Rights Act of 1994

COURT DECISIONS

Wright v. City of Santa Clara (1989) 213 Cal. App.3d 1503

Bowers v. San Buenaventura (1977) 75 Cal. App.3d 65

ATTORNEY GENERAL OPINIONS

77 Ops.Cal.Atty.Gen. 209 (1994)

69 Ops.Cal.Atty.Gen. 185 (1986)

63 Ops.Cal.Atty.Gen. 924 (1978)

19 Ops.Cal.Atty.Gen. 132 (1952)

18 Ops.Cal.Atty.Gen. 178 (1951)

Management Resources:

U.S. DEPARTMENT OF LABOR PUBLICATIONS

A Non-Technical Resource Guide to the Uniformed Services Employment and Reemployment

Rights Act (USERRA), rev. April 2005

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

The Uniformed Services Employment and Reemployment Rights Act (USERRA), NSBA

Federal File: Guidance on Federal School Law, 2003

WEB SITES

National Committee for Employer Support of the Guard and Reserve: <http://www.esgr.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Labor, USERRA: <http://www.dol.gov/vets/programs/userra>

Regulation

Reviewed: November 4, 1997

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California

BOARD REPORT

2/9/10

14.1a

14.1a Approval is Recommended to Complete and Submit the Official 2010 CSBA Delegate Assembly Ballot

The Board will discuss nominees for the 2010 CSBA Delegate Assembly, and give the Superintendent direction on what nominees to submit on CSBA's Official 2010 Delegate Assembly Ballot. The Board has the opportunity to vote for up to eight (8) candidates.

RECOMMENDED MOTION: It is recommended that the Board of Education approve the nominees and submit the Official 2010 CSBA Delegate Assembly Ballot.

Moved by:

Seconded by:

Vote:

**TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE MONDAY, MARCH 15, 2010**

January 29, 2010

MEMORANDUM

TO: All Board Presidents and Superintendents
CSBA Member Boards of Education

FROM: Frank Pugh, President

SUBJECT: 2010 CSBA Delegate Assembly Election
U. S. Postmark Deadline – Monday, March 15, 2010



Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region. The material consists of the ballot on red paper, required biographical sketch, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be copied for inclusion in board agenda packets. However, **only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or board clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Envelopes with the ballots must be postmarked by the U.S. Post Office on or before Monday, March 15. No exceptions are allowed.**

Election results will be available no later than Wednesday, March 31. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2010 – March 31, 2012. The next meeting of the Delegate Assembly is on Saturday, May 22 – Sunday, May 23 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA’s Web site no later than Monday, April 5. Please do not hesitate to contact Michelle Neto in the Administration department at (800) 266-3382 should you have any questions.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No Later Than **MONDAY, MARCH 15, 2010**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2010 DELEGATE ASSEMBLY BALLOT
 REGION 24
 (Los Angeles County)

Number of vacancies: 8 (Vote for no more than 8 candidates)

Delegates will serve two-year terms beginning April 1, 2010 – March 31, 2012

**denotes incumbent*

- | | |
|--|---|
| <input type="checkbox"/> Darryl Rodney Adams (Norwalk-La Mirada USD) | <input type="checkbox"/> Sylvia V. Macias (South Whittier ESD)* |
| <input type="checkbox"/> Leighton Anderson (Whittier Union HSD)* | <input type="checkbox"/> Cathy McCurdy (Hermosa Beach City SD) |
| <input type="checkbox"/> Margie N. Garrett (Compton USD) | <input type="checkbox"/> Ann M. Phillips (Lawndale ESD)* |
| <input type="checkbox"/> Vivian Hansen (Paramount USD)* | <input type="checkbox"/> Laura Sanchez-Ramirez (Bellflower USD) |
| <input type="checkbox"/> Paul Helzer (Bellflower USD) | <input type="checkbox"/> Emma Sharif (Compton USD)* |
| <input type="checkbox"/> Donald E. LaPlante (Downey USD)* | <input type="checkbox"/> Patricia G. Siever (Culver City USD) |

Provision for Write-in Candidate Name

School District

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

TITLE

School District

See reverse side for a current list of all Delegates in your Region.

**Region 24 – Sharon Stys, Director (South Whittier ESD)
17 Delegates (14 elected/3 appointed)**

Below is a list of all the current Delegates from this Region.

Leighton Anderson (Whittier Union HSD), term expires 2010
Jan Baird (South Whittier ESD), term expires 2011
Sonya Cuellar (Paramount USD), term expires 2011
Dora M. De La Rosa (Palos Verdes Peninsula USD), term expires 2010
Vivian Hansen (Paramount USD), term expires 2010
Donald LaPlante (Downey USD), term expires 2010
Sylvia V. Macias (South Whittier SD), term expires 2010
Jon Meyer (Long Beach USD), appointed term expires 2010
David Montgomery (ABC USD), term expires 2011
Ann Phillips (Lawndale ESD), term expires 2010
Joseph Rivera (El Rancho USD), term expires 2011
Emma Sharif (Compton USD), appointed term expires 2010
Arlene Staich (Redondo Beach USD), term expires 2011
Mark Steffen (Torrance USD), term expires 2010
Ana Valencia (Norwalk-La Mirada USD), term expires 2011
Felton Williams (Long Beach USD), appointed term expires 2011
Vacancy, term expires 2010

Counties

Los Angeles



CSBA

2010 Delegate Assembly Biographical Sketch Form

Due: Thursday, January 7, 2010 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted.

Name: <u>Darryl Rodney Adams</u>	Region/Subregion: <u>Region 24</u>
District or COE: <u>Norwalk-La Mirada Unified School District</u>	Years on board: <u>16</u> ADA: <u>23,000</u>
Contact Number: <u>(562) 868-0431, ext. 2200</u>	E-mail: <u>educ8us@aol.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate?

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I have been a CSBA conference attendee since 1993. I have presented twice at the Convention Table Talks workshops. I have been an active member in the Hispanic Caucus (1993-2003), and Coalition of Black School Board Members (1993-present), including 4 years as Vice-President of the Southern California Region. I communicate well and work well with others. I want to ensure that our region has another active voice for the children of our region and state.

Please describe your activities/involvement or interests in your local district.

I have served 3 times as School Board President, 6 years on the ROP Board, including 2 terms as President. I have had articles printed in the Long Beach Press Telegram, Whittier Daily News, LA Times, and Southeast Cities Tribune regarding education and community topics, initiated our bond measure, brought back school uniforms, and increased GPA requirements.

Please describe any other education-related activities/involvement.

Editorials ranged from Voucher Initiatives, 187, walk-out, supporting single moms to remain in school. I have been a high school teacher for 25 years, being recognized 9 times in "Who's Who Among American Teachers." I have served as Assistant Principal, Mentor, Lead Teacher, Union Rep (in 3 districts), and Department Chair. I have received the PTSA Honorary Service Award and Yearbook Dedication. I served as a high school coach for 20 years, as well as Little League coach for 10 years. I am a volunteer and advocate of special needs and English Language Learner students.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Darryl Rodney Adams

Date: 1-6-10



CSBA

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Name: <u>Leighton Anderson</u>	Region/Subregion: <u>24</u>
District or COE: <u>Whittier Union High School District</u>	Years on board: <u>12</u> ADA: <u>13,000</u>
Contact Number: <u>(562) 698-9771</u>	E-mail: <u>Leighton.Anderson@Bewleylaw.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>9</u>

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I am interested in educational initiatives reducing the achievement gap, school finance and Board policy review. Since we are a high school district, I am especially interested in high school curriculum and issues. I also support arts education and a wide range of co-curricular activities in the schools.

Please describe your activities/involvement or interests in your local district.

I have been appointed to serve on the board of the Regional Occupational Program (ROP) joint powers agency in our area. I am on the boards of the local Chamber of Commerce which provides scholarships and mentoring to high school students, and am a board member and past president of a symphony association, which provides admission-free classical music concerts and provides music education in local elementary schools.

Please describe any other education-related activities/involvement.

I regularly attend curriculum and legislative conferences, as well as the Annual Conferences. Currently, I serve on the CCS Partnership Task Force on State Budget and Fiscal Reform and attended the Local Government Summit. I am a former member of the Policy Platform Committee, the Federal Issues Council and the Legislative Committee. Service on the Delegate Assembly creates an opportunity to promote the views and interests of school districts in this Region.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: 12/08/2009

LEIGHTON M. ANDERSON

BEWLEY, LASSLEBEN & MILLER LLP
13215 EAST PENN STREET, SUITE 510
WHITTIER, CA 90602-1797

TELEPHONE: (562) 698-9771

FAX: (562) 696-6357

E-MAIL: LEIGHTON.ANDERSON@BEWLEYLAW.COM

PROFESSIONAL EXPERIENCE

Partner in regional business-law firm (2003-current) principally engaged in business-litigation matters. Member of other law-firm partnerships or in solo practice (1982-2002). Member of American Bar Association, including Sections on Antitrust, Litigation and Section on Environment, Energy and Resources (SEER). Chair (1992-96) and Vice Chair (1990-91, 1996-2001) of SEER's Oil Refining & Marketing Committee, with responsibility for annual program, annual survey of legal developments and Internet technology matters. Author, *As Easy As ABC: Applying the Rule Against Secondary-Line Price Discrimination To California Intra-State Transactions*, *Competition* (Journal of Antitrust & Trade Regulation Section, State Bar of California), Summer, 1998.

EDUCATION

<u>JURIS DOCTOR</u>	1975-78
<i>Columbia University Law School</i>	<i>New York, New York</i>

Admitted to the law school under its "Advanced Interdisciplinary Legal Education" (AILE) program following third undergraduate year.

<u>B. A., POLITICAL SCIENCE</u>	1972-75
<i>Claremont Men's College</i> <i>(now, Claremont McKenna College)</i>	<i>Claremont, California</i>

Nominated for immediate admission to Columbia University Law School pursuant to AILE program after junior year. Awarded B.A. degree, *magna cum laude*, in 1976, after completion of first law school year.

PERSONAL

- Married 27 years. Three children, ages 25, 25 and 19.
- Board of Trustees (1997-current), Whittier Union High School District
- Board of Trustees (2005-current), Tri-Cities Regional Occupational Program
- Member, California School Boards Association (CSBA) Delegate Assembly (2000-current); CSBA Legislative Committee (2002-2004); Federal Issues Council (2005-2006); Policy Platform Committee (2007); CCS Partnership Task Force on State Budget and Fiscal Reform (2009-Present)
- President (2001-03) and Board of Directors (1997-current), Rio Hondo Symphony Association.
- President (2005-current) and Board of Directors (1999-2009), Santa Fe Springs Chamber of Commerce.
- Board of Directors (1999-2005, 2007-current), Whittier Area Chamber of Commerce.
- Volunteer General Counsel to several nonprofit organizations in local area.
- Member, Pasadena Tournament of Roses Association (1989-current).



CSBA

2010 Delegate Assembly Biographical Sketch Form

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Name: Margie N. Garrett Region/Sub region: 24

District or COE: Compton Unified School District Years on board: Newly Elected -11/3/09 ADA:

Contact Number: 310-762-9645 E-mail: margehhg@aol.com

Are you a continuing Delegate? Yes No If yes, how long have you served as a Delegate?

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I was afforded an opportunity to attend CSBA 2009 in San Diego as a newly elected School Board Member. The experience was so informative and enlightening .It was also an opportune time for me to interact with so many of my friends and to be mentored by several experienced delegates from other districts. I am anxious to learn how to be the best and most effective board member. As I reflected on my experience, my thoughts were I definitely want to continue to be an actively engaged participant at future conferences. I would be honored to be elected and to serve as a delegate.

Please describe your activities/involvement or interests in your local district.

I have been employed as a teacher/resource teacher in the Compton Unified School District for forty three years. I was actively involved and appointed to serve on numerous Board of Trustees Committees, Interview Panels and Instructional Audit Teams. Additionally, I served the Teachers Association as President and worked closely with Superintendents and the Boards of Trustees over the past twenty years.

Please describe any other education-related activities/involvement.

Over twenty years I served on California Teachers Association State Council of Education., as a CTA Liaison on the Textbook & Instructional Material Committee and the Congressional and Legislative Contact person for Laura Richardson. I was elected and re-elected to attend the National Education Association Delegate Assembly since 1989. I often attended numerous education related conferences .

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Margie N. Garrett

Date: January 4, 2010

MARGIE N. GARRETT

Margie N. Garrett was elected to the Compton Unified School District Governing Board of Education on November 3, 2009.

Garrett began her undergraduate educational pursuit at Jarvis Christian College in Texas and continued it at Compton Community College. She received her Bachelors of Arts Degree from California State University at Dominguez Hills and continued her graduate and fifth year studies at National University and University of California mat Los Angeles.

Garrett is a passionate educator who's commitment to improving the quality of education in Compton Unified School District began over forty years ago as a Head Start Teacher and State Preschool Teacher. Her advocacy for early childhood education was evident in her performance of her duties as the Child Development Resource Teacher and Parent Involvement Trainer. She continued to show her love and dedication for the students of the district as a kindergarten and primary grade teacher and topped off her 43 year career as a Reading First Literacy Coach /Resource Teacher (5 years). In June 2009, she retired.

An integral part of the District for over 30 years, Margie Garrett brings a plethora of leadership experiences at the district, local teachers association, state and national levels.

Union Activist/ Leader

- Compton Unified School District -Board of Trustees Recognition Committee, 7-11 Property Oversight Committee Chairperson, Teacher of the Year Committee Chairperson, Interview Panel member, Scholarship Committee, Budget Committee, Safety Committee and Health Benefits Committee
- Local Association/Compton Education Association-President , Vice President ,political Action Chairperson, Negotiation/ Bargaining Committee
- State Association/California Teachers Association-21 year State Council of Education Delegate /Representative ,10 year Liaison Committee (Textbooks and Instructional Materials Committee , 12 year Legislative Contact ,CTA African American Caucus Chairperson/Vice Chair
- National -National Education Association-20 year Representative Assembly Delegate, NEA Black Caucus Election Chairperson

Her fight for educational excellence, fiscal accountability and transparency, business partnerships recruitment, improved infrastructure and improved working conditions for the district's employees are among her top priorities.

Margie Garrett is the recipient of various awards and commendation for volunteering on numerous community, civic and service organizations.



2010 Delegate Assembly Biographical Sketch Form

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Name: <u>VIVIAN HANSEN</u>	Region/Subregion: <u>24</u>
District or COE: <u>PARAMOUNT UNIFIED SCHOOL DISTRICT</u>	Years on board: <u>22</u> ADA: <u>16,000</u>
Contact Number: <u>562-602-6011</u>	E-mail: <u>vhansen@paramount.k12.ca.us</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>2 Years</u>

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

Since being elected to the Board of Education in 1987, I have served as President six times. I currently serve on the Board/City Ad-Hoc committee to maintain our cooperative partnership with our local elected officials. With many challenges facing education, one of my focus areas is to sustain a professional and collegial relationship with our employee groups and to engage parents, teachers, administration and the community in the work of school reform as we prepare students for a multicultural world. I support initiatives that provide all students access to a college prep curriculum and career and technical pathways who rely on education for access to good jobs and sustainable quality of life.

Please describe your activities/involvement or interests in your local district.

Working with our local elected officials and businesses, we have formed the Paramount Education Project (PEP). Through City and District funding and the generosity of our businesses and community members, we maintain two community learning centers in our city that are open during the day for parents and children and in the afternoon and evening for students tutoring enrichment. The PEP organization has been successful in raising funds for six straight years to provide college scholarships for many students who will be attending university or career colleges.

Please describe any other education-related activities/involvement.

I have attended CSBA's annual conference for over 22 years, I have completed my Masters in Boardmanship and am currently enrolled in the Masters in Governance Program. I have also attended many CSBA professional development workshops and trainings. I served as a Delegate previously and as a Governmental Relations Chair for past legislative leaders. I have also served on a Golden Bell judging committee and worked as a Delegate on the first set of CSBA Policy and Procedures. I would welcome the opportunity to continue to work with my region delegates to be able to influence statewide educational policies.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Vivian Hansen

Date: 1/5/10



CSBA

2010 Delegate Assembly Biographical Sketch Form

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Name: <u>Paul Helzer, D.C. PhD.</u>	Region/Subregion: <u>24</u>
District or COE: <u>Bellflower Unified School District</u>	Years on board: <u>8</u> ADA: <u>13,703</u>
Contact Number: <u>562-925-9119</u>	E-mail: <u>roninplh@aol.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, how long have you served as a Delegate?	

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I have lived in the Bellflower community for 55 years. My wife and I have four daughters that have attended school in our district. I have a deep affection for this community and continually seek opportunities to contribute to the well being and success of our students. My service as a school board member has provided endless opportunities to contribute to the well being of our community. I have had the opportunity to serve on the board as clerk, vice president and president. Becoming a delegate for CSBA will be an additional opportunity to serve the community.

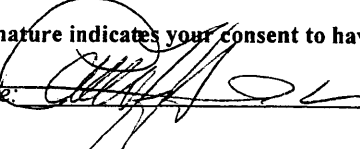
Please describe your activities/involvement or interests in your local district.

I am a long time member of the Bellflower Noon Lion's Club and each year our organization provides children in need with eyeglasses. I have always taken an active interest in the community, attending city council meetings, and supporting community events. My service as a governing board member has enabled me to support the community by ensuring that students have a quality education and programs available that will assist in their future success. I am proud of the successes that our district has achieved during my tenure as a board member. Our schools have improved each year in the Academic Performance Index, all of our high schools have received a maximum six year accreditation, Somerset High School has just recently been recommended as a Model Continuation High School for the fourth consecutive time, 98% of our tenth grade students passed the California High School Exit Exam on their first attempt, and we have improved and expanded our vocational education course offerings. My goal has always been to ensure that Bellflower Unified School District is the very best place for students to receive their education.

Please describe any other education-related activities/involvement.

As a long time member of this community I have had numerous opportunities to attend school plays, concert performances, football games, art exhibits, and many other events. I have a strong desire to help our community improve in every way. I believe that students learn better in a warm, caring, clean and safe environment. Our school facilities are maintained beautifully, our classrooms are clean and our campuses are safe. I take a personal interest in ensuring that our schools, our parks and recreation areas, and neighborhoods are good places for our students to grow, learn, and develop into strong citizens.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: 12-18-09



CSBA

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Name: Donald E. LaPlante	Region/Subregion: 24
District or COE: Downey Unified School District	Years on board: 30 ADA: 22,000
Contact Number: 562-965-2930 (cell)	E-mail: donlaplante@alumni.usc.edu
Are you a continuing Delegate? Yes	If yes, how long have you served as a Delegate? 24 years

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I have regularly attended various CSBA conferences and Legislative Action meetings. I have also served as a Governmental Relations Chair for CSBA for a number of different legislators over the past decade. I have fully participated in the CSBA Delegate Assembly meetings and the regional caucus meetings during my 24 years of service as a delegate. I have been very honored to serve both Region 24 and CSBA by serving as the Parliamentarian for the CSBA Delegate Assembly for the past eight years. I would appreciate the opportunity to continue to serve my fellow Board members from Region 24 and the Association as a member of the Delegate Assembly for the next two years.

Please describe your activities/involvement or interests in your local district.

During my years on the Board of Education of the Downey Unified School District, I have been involved in virtually all aspects of the district operation. I have developed considerable expertise in budget and fiscal issues. I have served for many years on the district's budget and audit committees, and regularly attend fiscal presentations offered by School Services. The district has passed two bond issues and our district has been involved in many construction projects. As a district, we are very proud of our efforts to hire and retain good teachers in the district and focus on keeping good labor/management relations. We have maintained high test scores during a time of significant changes in our district enrollment and demographics. The majority of our schools have been named California Distinguished schools.

Please describe any other education-related activities/involvement.

I have been involved in our local trustees organizations, including the Cerritos Area Trustees and the Los Angeles County School Trustees Association. I served in all of the officer positions of the Los Angeles County Scholl Trustees Association, including serving as President in the 1997-1998 school year. I continue to regularly attend the Association meetings and serve on the Board of Directors as a Past President.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Donald E LaPlante

Date: Nov. 30, 2009

Donald E. LaPlante

Member, Board of Education

Downey Unified School District

Donald E. LaPlante, a member of the Board of Education of the Downey Unified School District representing Trustee Area #4, has served on the Board since December, 1979. He has been elected eight terms, having been elected in 1979, 1983, 1987, 1991, 1995, 1999, 2003 and 2007.

While a member of the Board of Education, he has served five times as President of the Board. He has also served five times as Vice President and as Clerk. He served as a member of the Audit Committee for over 15 years and also served for many years on the Budget Committee.

Mr. LaPlante has also been actively involved in school board organizations during his time on the Board. He has been elected by his colleagues in the southern part of Los Angeles County to the Delegate Assembly of the California School Boards Association eleven times and has served as a member of this body for 24 years. For the last eight years, he has served as Parliamentarian for the Delegate Assembly meetings.

During 1997-1998, he served as President of the Los Angeles County School Trustees Association, representing all of the almost 500 school trustees in the county. Prior to that he served as Vice President, Secretary/Treasurer and as a director of the Los Angeles County School Trustees Association. He continues to serve as a member of the Board of Directors as a Past President.

Professionally, Mr. LaPlante is a teacher of English and history for the Duarte Unified School District. He teaches at the seventh and eighth grade level. He has received three awards from the PTSA at Northview Intermediate School in Duarte for service to the school and the students, including a Continuing Service Award. He holds credentials for the teaching of English and social science and is certified to provide instruction to limited-English students. He also is eligible for a credential in school administration.

A graduate of the University of Southern California with majors in political science and journalism, he also holds a master's degree in educational leadership from Point Loma Nazarene University. He did work for his teaching credential at California State University, Long Beach.

Prior to becoming a teacher, Mr. LaPlante held managerial positions in the printing industry for over 12 years. He has lived in Downey for 49 years and is a graduate of Warren High School in Downey. He was honored by the Downey Unified School District in 2007 when it named the new science building on the Warren High School campus as "Donald E. LaPlante Hall."



2010 County Delegate Assembly Biographical Sketch Form

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Name: <u>Sylvia V. Macias</u>	CSBA Region: <u>24</u>
COE Name: <u>South Whittier School District</u>	Years on board: <u>8</u>
Contact Number: <u>(562) 9446231</u>	E-mail: <u>svmacias70@aol.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>2 years</u>

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I have attended two CSBA Legislative Action Conferences, The Institute for New and First Term Board Members and Board President's Workshop. I completed my Master's in Governance Program in 2008.

I am interested in serving on the CSBA Delegate Assembly because I strongly believe in the commitment to strengthening education for our children. I have enjoyed being a school board member even during the tough financial crisis in California. I strongly believe that along with the challenges, come great opportunities. I have a strong commitment to our children and in giving them a voice in Sacramento. I want to expand my responsibilities and become a stronger advocate for the California School Board Association. I welcome the opportunity to continue to be a partner in the Delegate Assembly. I believe we can make every child succeed.

Please describe your activities/involvement or interests in your county office of education.

I have been involved with the PTA for 17 years. During this time I have served as a Unit President in both Elementary and High School PTA and Council PTA President. I have served on numerous committees and councils including: School Site Council, Bilingual Advisory Committee, District Advisory Committee, Rio Hondo JC Parent Advisory Committee, Advisory Committee for the South Whittier Community Resource Center, Whittier Union High School District Bond Committee, served as a member of the Pupil Transportation Committee for numerous years, Governmental Relations Chairman and the Wellness Committee. I have successfully co-chaired two bond measures, Measure I and Measure W in the South Whittier School District. I have completed my Masters in Governance Program in 2008.

Please describe any other education-related activities/involvement.

During my tenure as a board member since 2001, I have attended several CSBA Education Conferences and numerous CSBA Legislative Action Conferences and the CSBA Wellness Conference in October 2007 and October 2009. I served on the nominating committee for the Los Angeles County School Trustees Association, CSBA Institute for New and First Term Board Members and the Board President's Workshop and I have been a member of the CSBA Delegate Assembly for two years.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Sylvia V. Macias

Date: Dec. 14, 2009

SYLVIA VIERA MACIAS BIOGRAPHY

- **Married 37 years; one son age 25**
- **Member of the Board of Education for South Whittier School District (SWSD); Whittier, California. Elected in 2001**

- **President (2003, 2007 & 2008)**
- **Vice President (2002)**
- **Clerk (2005)**
- **Member of the California School Board Association (CSBA 2001 – present)**
- **Graduated from the California School Board Association – Masters in Governance Program - 2008**
- **Co-Chair a successful school bond for SWSD - Measure W (1998 \$15 million bond with matching state funds of \$15 million. 84% “yes” vote 1998**
- **Co-chair Measure I school bond (2004 \$7.5 million; 77% “yes” vote)**
- **Served on Whittier Union High School District School Bond Committee - \$98 million successful bond**
- **Member of the CSBA Delegate Assembly (2008 – present)**
- **Member of SWSD Wellness Committee (2007 – present)**
- **Involved in Legislative Advocacy – school board local level and through California State PTA – (CSPTA)**
- **Governmental Relations Chairman – Senator Ron Calderon 2008 – Present**
- **Member of the Community Advisory Committee – SWSD**
- **Member of the Pupil Transportation Committee – Whittier Union High School District – 2006, 2007, 2009**

- **California State PTA**
- **Served as Council President (Whittier-Pico Rivera Council PTA (WPRC) – 1998-2000**
- **Council PTA Area Advisor – 7 years**
- **Served on Board of Directors – WPRC/PTA (numerous years)**
- **Served on Thirty-Third District PTA- Council President Representative (1998 -2000)**
- **Served as Thirty-Third District PTA Liaison - Bilingual**
- **PTA Unit President – 3 years @ Howard J. McKibben Elementary, Whittier, CA**
- **Served as Unit President @ California High School, Whittier California (2 years 1998-2000)**
- **Served numerous positions at Unit Level and Council for over 17 years(CPTA Organization)**
- **Member of Rio Hondo Jr. College Parent Advisory Committee**
- **Member and served on Community Resource Center Advisory Committee – Made decisions on programs that would be part of this facility**
- **Served for the Hispanic Outreach Taskforce Committee (HOT)**

- **Served numerous committees for numerous years for the South Whittier School District;**
- **School Site Council**
- **District Advisory Committee**
- **Bilingual Advisory Committee**
- **Boundary Advisory Committee**
- **Budget Advisory Committee**

**California School Boards Association
Delegate Assembly 2010 Biographical Sketch Form**

Due Thursday, January 07, 2010

(U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

This **REQUIRED**, one-page, single-sided, biographical sketch form must be completed in the space provided. An **OPTIONAL**, single-sided, one-page resume, may also be submitted. This reported form and optional resume will be copied exactly as received.

*Any page(s) exceeding this one page, single-sided requirement for the biosketch and the optional resume will **NOT** be accepted.*

Name **Cathy McCurdy**

Region/Subregion **24 / _____**

Address **955 8th Place**

City **Hermosa Beach**

Zip **90254**

Res. Ph. **310/374-4072**

Bus. Ph. **None**

Fax **None**

Email **casmccurdy@gmail.com**

District/COE **Hermosa Beach City School District**

ADA **1244**

Years on Board **16**

Are you a continuing CSBA Delegate? **No & Yes** If Yes, how long have you served as a Delegate? **8 Retired**

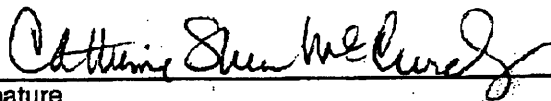
Please describe your activities/involvement or interests in your local district. **My focus for the prior 16 years has been "Advocacy for Public Education" within our community. We have had a long standing adversarial relationship with elected and appointed city officials over land use and public funding of school type issues. I have worked hard to overcome these divisions by successfully forming an adhoc joint committees composed of both groups. Its purpose has been to encourage both sides to reach consensus for the benefit of the entire community by identifying shared resources and programs, and then by establishing joint facility and activity type agreements.**

Please describe any other education-related activities/involvement. **I formed the Hermosa Beach Kiwanis "Builders Club" for middle school students, serving as their advisor for 14 years. This is an after school program that exposes students to volunteer needs within our community that teaches and encourages students to perform community service and most importantly, how easy it is to make a difference. Member and Treasurer of the Hermosa Beach Sister City Association (Loreto, BC) promoting cultural student exchanges. I am a past President and current co-Treasurer of Kiwanis. Congresswoman Jane Harman's Congressional Art Competition Judge, educational advisor. Past educational advisor to then Senator Debra Bowen and former Assemblyman George Nakano.**

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate. **Communication remains an important ingredient to the success of the CSBA. It will be my goal to personally share CSBA messages and information with District Board Members in my region as well as to solicit input from them relative to statewide issues to be forwarded to CSBA. I also plan to continue to remain very active at annual conferences, having attended 14 of the last 16. I have a "Masters In Boardmanship". I retired from our District Board 2 years ago, but I was recently appointed to fill a two year vacancy. I would be honored to serve Delegate assembly during these very challenging times.**

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate if elected.

Signature



January 04, 2010

Date



CSBA

2010 Delegate Assembly Biographical Sketch Form

Due: Thursday, January 7, 2010 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this **required**, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please **do not** state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will **not** be accepted.

Name: <u>Ann M. Phillips</u>	Region/Subregion: <u>24</u>	
District or COE: <u>Lawndale Elementary School District</u>	Years on board: <u>17</u>	ADA: <u>6000</u>
Contact Number: <u>(310) 973-1300 x1220</u>	E-mail: <u>AMPhillips@tlchurch-hawthorne.org</u>	
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes		
If yes, how long have you served as a Delegate? <u>15 years</u>		

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I helped coordinate a successful campaign for a general obligation bond measure; President of the Board in 1996, 2001, 2005, and 2009. Coordinated a week-end 'Future Search' workshop to implement a five year strategic plan for improving "Lawndale Student Success" involving 75 community and staff members. Provided regional leadership for area Parent Teacher Associations; and coordinated community philanthropic projects assisting students and families in need.

Please describe your activities/involvement or interests in your local district.

Past President, Los Angeles County School Trustees Association; Past President and current Treasurer, Lawndale Council PTA; Member of School Site Council and District Parent Advisory Committee; PTA President, Past Treasurer at elementary and middle school; and recipient of PTA Golden Oak Award, and Continuing Service Award. I am active at all levels of education, as my children and six grand children range in age from infancy through college. I am also past member of the Board of Education, Trinity Lutheran School (private).

Please describe any other education-related activities/involvement.

I've been a CSBA Delegate for fifteen years and remain involved with the issues facing our education community and periodically attend area district board meetings to communicate critical issues to my peers. A few of my ongoing concerns include the need for equal funding, providing/maintaining fine arts programs, rising standards, and providing the necessary tools for all students; of every ethnicity and background, as well as the teachers, to meet the challenges of standards based instruction and the demands of No Child Left Behind. I completed the Masters in Governance Program with my fellow board members and former Superintendent which equipped me with the necessary knowledge and skills to support an effective governance structure.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Ann M. Phillips

Date: Nov. 04, 2009

Ann M. Phillips
Candidate for CSBA Delegate Assembly
Region 24

Educational Leadership

Experience: Member, Lawndale Elementary School District Board of Trustees for 17 1/2 years
Elected CSBA Delegate: 15 years

Education: El Camino Community College

Employment: HR Director and Accountant - Trinity Lutheran Church

Personal: Widowed, four children and five grandchildren

I became involved with public education when my first child began school in 1987. I truly believe that the success of the child is with the TEAMWORK of the family, child, and school. School Board members are the part of the teamwork that can represent all parts of this successful team. Whether it's at our local level or at the state level, we must continue to support our students and insure that they acquire the necessary knowledge and skills to become responsible adults. Times have changed, family situations have changed, standards have changed, but the "child" has not. Children are young people with a future and it's up to all of us to see that they are prepared for it. ALL of the needs of ALL of the children need to be met. CSBA continues to address these needs through the Policy Platform, leadership skills, and governance standards.

I have been honored to be a Delegate for CSBA and I commit to continue my efforts to communicate with Region 24 districts and would be proud to continue to serve the School Boards and the children of California for the next two years.



2010 Delegate Assembly Biographical Sketch Form

Due: Thursday, January 7, 2010 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this **required**, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please **do not** state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will **not** be accepted.

Name: <u>Laura Sanchez-Ramirez</u>	Region/Subregion: <u>24</u>
District or COE: <u>Bellflower Unified School District</u>	Years on board: <u>4</u> ADA: <u>13,703</u>
Contact Number: <u>562-925-9119</u>	E-mail: <u>ramirez4education@yahoo.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, how long have you served as a Delegate?	

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I have been a member of the Bellflower Unified School District's Governing Board for four years, serving as clerk, vice-president, and most recently as president. During this time I have attended the CSBA Conference annually and participated in workshops and conferences in an effort to increase my effectiveness as a Board member. My interest in serving as a delegate lies in my desire to increase awareness of the need for educational funding, particularly in the area of mandated programs that are not fully funded such as Special Education. Serving as a CSBA Delegate will provide additional avenues for me to gain the knowledge and experience needed to become an effective and progressive Board member. During my tenure on the Board, each of our high schools have achieved the maximum six year WASC accreditation, Somerset High School has been nominated four consecutive times as a Model Continuation High School, Albert Baxter Elementary was selected as a National Blue Ribbon school, our Academic Performance Index has increased district-wide, 98% of our tenth grade students passed the California High School Exit Exam on their first attempt, we have implemented a technology replacement plan, we have supported middle school reform, and completed a state of the art Nutrition Center which benefits the district and the entire community.

Please describe your activities/involvement or interests in your local district.

I have four children, three of whom are still attending school in my district. I began as a mother interested in helping out in the classroom and serving with the PTA. My interest in serving as a governing board member increased as my knowledge of the workings of a school district grew. I believe I can effectively help the children of my community and my own children as well, by promoting the great programs within the Bellflower Unified School District and by keeping a watch on areas of concern. My goal has always been to ensure that all children receive a quality education. In that spirit, I have volunteered on many committees within the district including the Citizens' Task Force, Mayfair High School band boosters, Boy Scouts of America, Girl Scouts of America, Supervisor Don Knabe's Safe Surrender program, team mom for AYSO, and the Los Angeles County School Trustees Association. I have interacted with local city councils and state and federal legislators in an effort to improve funding for mandated programs and to bring the needs of the district to the attention of decision makers.

Please describe any other education-related activities/involvement.

My service as a governing board member has enabled me to participate in the Cerritos College K-12 Partnership Program, Cheryl A. Epple Scholarship Committee, and to serve as a member of the Los Angeles County School Trustees Association.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: *Laura Sanchez-Ramirez*

Date: 12-18-09



CSBA

2010 Delegate Assembly Biographical Sketch Form

Due: Thursday, January 7, 2010 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted.

Name: <u>Emma Sharif</u>	Region/Subregion: <u>#24</u>
District or COE: <u>Compton Unified School District</u>	Years on board: <u>8</u> ADA: <u>\$24,495.63</u> (across the Board Monthly)
Contact Number: <u>(310) 604-6521</u>	E-mail: <u>emma.sharif@yahoo.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate?

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I have attended CSBA Conferences for approximately 6 years, which has given me the opportunity to serve as a liaison for public officials at the local, state and national levels. Since becoming a Delegate Assembly Member, I have served on the Legislative Committee, assisted with adopting policy platforms and I am a graduate of the CSBA Masters in Governance Program. I am interested in continuing to serve as a member of the Delegate Assembly so I can continue advocating for all children in the State of California.

Please describe your activities/involvement or interests in your local district.

I have been actively involved with the District Advisory Council (DAC), and the District Latino Advisory Council (DLAC) working to improve parent involvement in our schools and focusing on student achievement.

Please describe any other education-related activities/involvement.

I am a member of the Board of Directors for the Compton Conservatory of Music, a music program designed to bring the arts back into our District.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Emma Sharif

Date: 1/5/2010

EMMA SHARIF

Emma Sharif, a native of Arkansas, moved to California in 1970; a move which would open many doors of opportunities for her future. She has been a committed and dedicated resident in Compton, California for 19 years. When Ms. Sharif was a youth, she had a desire and a passion to pursue a career that would afford her an opportunity to work with the development of education and the growth of her community. Ms. Sharif earned her Bachelor's Degree in Political Science/Sociology from California State University, Dominguez Hills. She acquired a wealth of experience in teaching and working as a Youth Development Director for several years. With her passion for education and the future of young people, she worked countless hours with students in order to enhance the educational curriculum to show how skills in reading and math could be helpful in all areas of studies.

For the past 23 years, Ms. Sharif has volunteered her service to various organizations to help develop positive avenues to decrease crime in our communities. She has always been involved with children and strives to achieve a better environment for all young people. Emma Sharif advocates the necessity for dedicated people in all areas of the community to help foster and nurture youth into becoming productive citizens.

She has served as a member of the Delegate Assembly since 2004. This experience has given her the opportunity to represent her district in several issues that impact the educational system throughout the State. Since being elected to the Compton Board of Trustees in 2001, she has served as President, Vice President, Clerk and Legislative Representative. She has also served as the Recognition Committee Chairperson establishing the "Beating the Odds Scholarship." Since this scholarship program was implemented, thousands of dollars were raised to further the education of homeless and foster care children. She is also a member of the District Advisory Council (DAC), and she attends District Latino Advisory Council meetings (DLAC) where she address the needs and concerns of children and parents.

As a Delegate, she plans to continue to work with her CSBA colleagues in advocating for issues, such as closing the achievement gap, adequate funding for all schools and parental involvement.



2010 Delegate Assembly Biographical Sketch Form

Due: Thursday, January 7, 2010 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this **required**, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please **do not** state “See résumé” and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will **not** be accepted.

Name: <u>PATRICIA G. SIEVER</u>	Region/Subregion: <u>24</u>
District or COE: <u>CULVER CITY UNIFIED SCHOOL DISTRICT</u>	Years on board: <u>11/09</u> ADA: <u>6600</u>
Contact Number: <u>310-287-2877(h); 310-297-4295(w); 310-722-5412(c)</u>	E-mail: <u>sieverp@wlaac.edu; sieverpg@aol.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? NOT APPLICABLE

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

Prior to being elected to the Culver City School Board, I had been reading about the CSBA’s collaborative activities in regards to strengthening the academic and educational programs in our K-12 programs. My 30+ years in education, activism experience and leadership on the state (Sacramento) and local levels leads me to volunteer my service to the CSBA which has consistently demonstrated its dedication to the success of our children and of our California K-12 System.

My interest in serving as a CSBA delegate revolves around my lifelong commitment, which is to provide our youth with academic and educational preparation/tools that will enable them to successfully compete within the Global Context. CSBA can be in the forefront of providing exemplary and effective educational programs for our youth. Our students must be able to recognize and creatively confront the realities that exist in the world, which is fast becoming a diverse “Global Neighborhood.” By working, collaboratively and politically, as the CSBA does, we can develop, sustain and advance academic and vocational programs that will to give our youth viable options suited to their particular goals and aspirations for the betterment of our society.

Please describe your activities/involvement or interests in your local district.

I’ve lived in Culver City since 1973 and my four children have been educated in the Culver City Unified School District. I have been active/and or supported many Culver City groups and agencies that provide services for our children and our residents:

- VP of the PTA (Program Chairman)
- Culver City Youth Health Center (provides counseling and services to our students within the CCUSD)
- Culver City Education Foundation (provides scholarships and services for our CCUSD students)
- Member and Vice President, Board of Governors – Brotman Medical Center
- Membership, Friends of the Library
- Member, CC Chamber of Commerce

Please describe any other education-related activities/involvement.

- (1) *As an appointee of governors Pete Wilson and Gray Davis to the Board of Governors of the California Community Colleges, of which I was Vice President, I became intimately and acutely knowledgeable about the California Ed. Code and Title 5 regulations.*
- (2) *Active member on the collaborative, California Intersegmental Coordinating Councils which dealt with K-12+ CC academic and educational issues, State Chancellors Office, CCC.*
- (3) *Local and District Academic Senate President within the Los Angeles Community College District.*
- (4) *Vice President and Executive Board for the ASCCC (Academic Senate for the California Community Colleges).*
- (5) *Co-Chair, Joint Board Task Force (Board of Governors & California Department of Education) Non-Credit & Adult Education.*
- (6) *Chair of the Commission for the Advancement of Teaching, LACCD.*
- (7) *Served on many governance councils, curriculum, budget and planning committees, locally and state level (Sacramento).*

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Patricia G. Siever

Date: January 6, 2010

Presentation of Qualifications – (An abbreviated resume)

Patricia G. Siever - 2010

EDUCATION	1973-75	Ph.D. Program (ABD) UCLA History concentration
	1973	Master of Arts
	1970	Bachelor of Arts
		UCLA <i>African Studies.</i>
		UCLA <i>History</i>

CREDENTIALS	Community College Chief Administrative Officer Credential, Calif.
	Community College Supervisor Credential - Calif.
	Community College Teaching Credential - Calif.

PROFESSIONAL		
&	Present - 2004	West Los Angeles College, Professor of History
TEACHING		Director, Accelerated College Transfer (ACT) Program
	2004 - 1989	Professor of History, Los Angeles Pierce College, Woodland Hills,
EXPERIENCE		
	1989 - 1975	Professor of History, granted Full Tenure, 1975
		Los Angeles Mission College, San Fernando, California.

Patricia G. Siever, a native of south central Los Angeles, was appointed by Governor Pete Wilson to the Board of Governors of the California Community Colleges in August, 1997 and reappointed by him in April, 1998. In May, 2000 Ms. Siever was again appointed to the Board of Governors by Governor Gray Davis. She was one of two faculty representatives, on the 17 member Board. The Board of Governors of California Community Colleges oversees the California community colleges and responsible for the making the Title 5 regulations which govern the California's 111 and its 2.8 million students. She was elected Vice President of the Board in November, 2000 and is the first faculty member to have held this position. She served 5 years on the Board of Governors, CCC.

Statewide (Sacramento) and locally, Ms. Siever has served as:

- **Member & Vice President, Board of Governors of the California Community Colleges**, (Sacramento, CA.) (Oversees and writes the Title 5 regulations for the 111 California Community Colleges which serves over 1.8 million students)
- **President and Vice President, Board of Directors** - California Association of Community Colleges (CACC a.k.a. CCLC) (System wide board of Trustees, Presidents, Faculty & Students) - Sacramento, CA.
- **Vice President, Academic Senate of the California Community Colleges** (Represents over 40,000 community college faculty statewide)
- **Co-Chair, Joint Board Task Force** (Board of Governors & California Department of Education) Non-Credit & Adult Education
- **Chair, Board of Governors, Equity, Diversity and Human Resources**
- **Member & Vice Chair, Board of Governors, Brotman Medical Center, Culver City, CA.**
- **Academic /Faculty Senate President, Los Angeles Mission College**
- **District Academic/Faculty Senate President, Los Angeles Community Colleges District**(Representing over 3,000 faculty)
- **Vice President, Academic Senate of the California Community Colleges** (Representing over 40,000 faculty). Statewide
- **Secretary for the AFT Faculty Guild, Local 1521, Los Angeles Community College District**
- **Member of four (WASC) accreditation teams**
- **Member of the 3409 Task Force** for legislative reform of the California community colleges resulting in the California Community College Reform legislation, AB1725. - Sacramento, CA.
- **Chair, Commission for the Advancement of Teaching** -Los Angeles Community College District
- **Director of the Accelerated College Transfer (ACT) program** at West Los Angeles College - which, in 2007 was recognized as one of the top educational programs in California.

In 1994, Ms. Siever, a native of south central Los Angeles, was one of three (selected out of 1,000 community college faculty nationwide) chosen by **USA TODAY** for Special Recognition. In addition to being included in the **Who's Who Among America's Teachers (5th Edition)**, as one of America's premier teachers, Ms. Siever was selected for inclusion in the **55th & 56th Edition of Who's Who In America**. Ms. Siever earned both her Bachelor's of Arts degree in History (1970) and her Master's of Arts degree in African studies (1973) from the University of California, Los Angeles (UCLA). She was a doctoral candidate and is (A.B.D.). Mrs. Siever is a lifetime alumnus of UCLA.

BOARD REPORT

**2/9/10
14.1b**

14.1b Approval is Recommended to Submit a Letter of Support to the City of Culver City in Opposition to the Placement of the Proposed T Mobile Cell Tower Installation

As requested by Board member Karlo Silbiger, a Letter of Support is hereby submitted for review and Board approval in support of the City of Culver City's opposition to the placement of a proposed T Mobile Cell Tower.

RECOMMENDED MOTION: It is recommended that the Board of Education approve the Letter of Support to the City of Culver City in Opposition to the Placement of the Proposed T Mobile Cell Tower Installation as presented.

Moved by:

Seconded by:

Vote:



"Lifelong learning...
filling the future with options"

Culver City Unified School District

Administration Building 4034 Irving Place Culver City, CA 90232-2848
(310) 842-4220

Attn: Mayor Weissman and
Members of City Council
City Hall
9770 Culver Boulevard
Culver City, CA 90232

To Mayor Weissman and Members of the City Council

The Culver City School Board takes notice of any new developments or other projects within close proximity to one of our schools. We have an interest in looking out for the safety and health of our students and staff. The proposed T Mobile cell tower at Sawtelle and Stevens is within 500 feet of both El Rincon Elementary School and Blanco Park (where El Rincon students play). Because of the proximity to our facility and some recent studies showing a connection (especially among kids) between exposure to cell towers and cancer, we respectfully request that the council do all in your power to place this tower at a location farther away from our school.

Respectfully,

Culver City Unified School District Board of Education

Signed this 9th day of February, 2010

Steven Gourley, President

Scott Zeidman, Vice President

Karlo Silbiger, Clerk

Katherine Paspalis, Member

Patricia Siever, Member

Myrna Rivera Coté, Ed.D., Superintendent

BOARD OF EDUCATION

Mr. Steven Gourley Ms. Katherine Paspalis Mrs. Patricia Siever Mr. Karlo Silbiger Mr. Scott Zeidman Dr. Myrna Rivera Coté, Superintendent

2/9/10
14.2a

BOARD REPORT

14.2a Approval is Recommended for the 2010/2011 School Year Calendar

Submitted herewith is the proposed 2010/2011 School Year Calendar. The original draft of the proposed calendar was developed by the Calendar Committee, which was comprised of representatives from the Culver City Federation of Teachers (CCFT) and the Association of Classified Employees (ACE). This final draft is now presented for Board consideration and adoption with the following understanding:

- The calendar for 2010/2011 is a tentative calendar that is subject to negotiations.
- This proposed calendar is primarily a mechanism to facilitate the upcoming school year registration process.
- The proposed calendar, including teacher work days, is subject to change via the negotiation process.
- The staff development days on the proposed calendar are subject to negotiations.

RECOMMENDED MOTION: That the proposed 2010/2011 School Year Calendar be approved as presented.

Moved by:

Seconded by:

Vote:

MEMORANDUM OF AGREEMENT
January 21, 2010

This Memorandum of Agreement regarding the 2010-2011 school year calendar is entered into by the Association of Classified Employees—Culver City (ACE) and the Culver City Unified School District (District) on this 21st day of January, 2010. The parties agree to the following:

The attached 2010-2011 school year calendar will be presented to the Culver City Board of Education for approval at its regular meeting on Tuesday, February 9, 2010 with the following understanding:

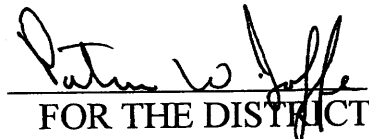
- The calendar for 2010-2011 is a tentative calendar that is subject to negotiations.
- This proposed calendar is primarily a mechanism to facilitate the upcoming school year registration process.
- The staff development days on the proposed calendar are subject to negotiations.



FOR ACE

1/21/10

DATE



FOR THE DISTRICT

1/21/10

DATE

CULVER CITY UNIFIED SCHOOL DISTRICT
2010-2011 School Year Calendar
TENTATIVE

89-Days Taught Semester 1
 91-Days Taught Semester 2
 180-Instructional Days
 184-Veteran Teacher Days
 185-New Teacher Days

JULY 2010				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

AUGUST 2010				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	+24			
30	31			

SEPTEMBER 2010				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

OCTOBER 2010				
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				1
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25	26	27	28	29

NOVEMBER 2010				
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15	16	17	18	19
22	23			
29	30			

DECEMBER 2010				
M	T	W	T	F
		1	2	3
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13	14	15	16	17

JANUARY 2011				
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10	11	12	13	14
18	19	20	21	22
24	25	26	27	28
31				

FEBRUARY 2011				
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7	8	9	10	11
14	15	16	17	18
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28				

MARCH 2011				
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APRIL 2011				
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MAY 2011				
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23	24	25	26	27
	31			

JUNE 2011				
M	T	W	T	F
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13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Instructional Calendar 8/23/10	Non-Pupil Days 12/23/10 & 12/30/10	Elementary Parent Conference Minimum Days	Other Days
Legal Holiday Independence Day - 7/5/10 (Monday) Labor Day - 9/6/10 (Monday) Veteran's Day - 11/11/10 (Thursday) Thanksgiving - 11/25/10 (Thursday) Christmas - 12/24/10 (Friday) New Year's - 12/31/10 (Friday) Dr. King's Day - 1/17/11 (Monday) Lincoln's Day - 2/11/11 (Friday) Washington's Day - 2/21/11 (Monday) Memorial Day - 5/30/11 (Monday)	Local Days 11/24/10 (Wednesday) 11/26/10 (Friday) Local Recess Winter Recess 12/20/10 - 12/31/10 Spring Recess 3/28/11-4/8/11 12/23/10 (Admin Day), 12/27/10, 12/30/10	Elementary Trimesters November 29, 2010 March 11, 2011 June 17, 2011 Elementary Parent Conference Minimum Days Targeted Parent Conference Dates October 11-13, 2010 Parent Conference Dates December 6-7, 9-10, 13-14, 16-17, 2010 Targeted Parent Conference Dates April 27-29, 2011	New Teacher Orientation 8/24 ○Teacher Work Day 8/25, 8/26, 8/27, 1/24 ○Staff Development Days (No Pupils) 8/26, 8/27, 1/24 Instruction Begins 8/30 School Ends 6/17 Summer School: Remediation □Grades K-8: 6/22-7/21/11 □Grades 9-12: 6/21-7/28/11 Extended Year: Pre K-12: 6/22-7/22/11

ADA - 9/7/10 - 6/18/11
 □ ADA Summer - 6/27/11 - 7/29/11
Fee Based Trimesters
 Fall, 9/7/10-12/11/10
 Winter, 1/3/11-3/26/11
 Spring/Summer, 4/11/11-7/29/11
Kids Enrichment Summer Program
 6/27/11 - 7/29/11

() - Legal Holiday < > - Local Holiday * - Classified Employee Holiday

[] - Non Pupil Days Shaded Area - [] [] - Term End School

+ - New Teacher Orientation

Office of Child Development is closed legal & classified holidays.

- Teacher Work Day/Staff Development Days are subject to negotiations.
- Subject to change

BOARD REPORT

14.2b Approval is Recommended for the 2008/2009 Agreement Between the Culver City Unified School District (CCUSD) and the Association of Classified Employees (ACE)

A Tentative Agreement between the Culver City Unified School District and the Association of Classified Employees (ACE) was signed on January 29, 2010. The ACE Executive Board and Association representatives met on January 28, 2009 to ratify the agreement for the 2008/2009 school year.

It is now appropriate for the Governing Board of the Culver City Unified School District to approve this agreement.

RECOMMENDED MOTION: It is recommended that the Board of Education approve the 2008/2009 Agreement Between the Culver City Unified School District (CCUSD) and the Association of Classified Employees (ACE) as presented.

Moved by:

Seconded by:

Vote:

CULVER CITY UNIFIED SCHOOL DISTRICT
Agreement between the Culver City Unified School District
and the
Association of Classified Employees—Culver City
2008-2009
January 29, 2010

The Culver City Unified School District and the Association of Classified Employees—Culver City have completed negotiations for the 2008-2009 school year and agree to maintain the provisions of the current certificated collective bargaining agreement, except as indicated below:

ARTICLE 8: HOURS

Section G.1-Overtime:

Effective July 1, 2009, for the purpose of offering overtime to bargaining unit members, the supervisor responsible for such assignments in each department or worksite shall first offer the overtime to the person(s) who normally perform(s) the work based on a rotational seniority list. If that person refuses the assignment or is not available, the overtime shall be offered to the next most senior person within the job classification at the work site who has the ability and training to perform the task. If there are no bargaining unit employees at the worksite capable and willing to perform the overtime, the overtime shall be offered to other bargaining unit employees within the classification who have the ability, training and have indicated their availability to work overtime.

ARTICLE 9: TERMS OF EMPLOYMENT

• **Section A - Definitions - Assignments**

Extra-duty: Effective July 1, 2009, for the purpose of offering extra duty hours to bargaining unit members, the supervisor responsible for such assignments in each department or worksite shall first offer the extra duty to the person(s) who normally perform(s) the work based on a rotational seniority list. If that person refuses the assignment or is not available, the extra duty shall be offered to the next most senior person within the classification who has the ability and training to perform the task at the work site. If there are no bargaining unit employees at the worksite capable and will willing to perform the extra duty task, the extra duty shall be offered to other bargaining unit employees within the classification who have the ability, training and have indicated their availability work extra duty.

• **Section B - Probationary Period**

1. Effective July 1, 2009, all new classified unit members shall serve a nine (9) or a ten (10) month probationary period with no extensions according to the work calendar as follows:

Work Calendar

School Year employees

Ten month employees

Eleven month employees

Twelve month employees

Probationary Period with No-Extensions

Nine months

Ten months

Ten months

Ten months

ARTICLE 21: UNPAID PERSONAL LEAVE

Section E: Family Medical Leave

1. Eligibility

Pursuant to the federal Family Medical Leave Act of 1993 [29 U.S.C. §2601, *et seq.*] (FMLA) and California Family Rights Act [Government Code Section 12945.2](CFRA), and in Board Administrative Regulation 4161.8/4261.8/4361.8, any employee who has been employed by the District for at least twelve (12) months and has actually worked at least 1,250 hours during the twelve (12) months immediately prior to commencing the leave shall be eligible to take up to twelve (12) workweeks of unpaid family care and medical leave in a twelve (12) month period, counting backward from the first date such leave is taken. Full-time teachers shall be presumed to work 1, 250 hours unless proven otherwise by the District. If the leave is to care for an injured, covered military service member, eligible unit members shall be entitled to twenty-six (26) workweeks of leave for each illness or injury, within twelve (12) months of the first date of leave for this reason.

2. Qualifying Reasons

Family leave shall be available for any of the following reasons:

- A. Birth of a child and to care for the newborn, adopted or foster child within twelve (12) months after the birth or placement for adoption or foster care;
- B. To care for a parent, spouse, child or Registered Domestic Partner (CFRA leave only) with a serious health condition;
- C. Because of the employee's own serious health condition that makes the employee unable to perform the functions of his or her own position;
- D. Because of any qualifying exigency arising out of the fact that an employee's parent, spouse, or child is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation (FMLA leave only);
or

- E. Because of a serious injury or illness incurred in the line of duty on active duty in the Armed Forces in support of a contingency operation affecting an employee's spouse, child, parent, or next of kin, who is a service member of the Armed Forces, including the National Guard and Reserves, for whom the employee is needed to provide care (FMLA leave only). An employee taking leave under this section shall be entitled to twenty-six (26) workweeks of leave in a twelve (12) month period commencing on the first day leave is taken to care for the service member.

3. Definitions

A. Child:

For leave taken for by an employee for the birth of his/her child, or placement of a child with the employee for adoption or foster care, or to care for his/her child with a serious health condition, "child" means the employee's biological, adopted or foster child, a stepchild, a legal ward, or a child of a person standing *in loco parentis* who is either under 18 years of age or an adult dependent child eighteen (18) or older and incapable of self-care because of mental or physical disability [29 U.S.C. §2611 (12)].

For leave taken to care for a service member with a serious health condition or because of a military member's call to active duty, the employee's child for whom he or she is taking leave need not be under eighteen (18) years of age, but must meet all of the other requirements specified above [29 C.F.R §825.122(g), (h), and (i)].

B. Military member and Service Member:

"Military member" and "service member" shall be as defined in the FMLA and its regulations [29 C.F.R §825.800].

C. Next of Kin:

For purposes of leave taken to care for a covered service member injured during active duty, "next of kin" means the nearest blood relative of the covered service member who is not the service member's parent, spouse, or child, as specified in the FMLA. If the service member has designated a "next of kin," only that individual may take family and medical leave to care for him or her. If the service member has not designated a "next of kin," the "next of kin:" for purposes of FMLA leave to care for the service member shall be in the following order of priority: Blood relatives who have been granted legal custody of the covered service member by court decree or statutory provision, siblings, grandparents, aunts and uncles, and first cousins [29 C.F.R §825.122(d)].

D. Parent:

“Parent” means a biological, foster, or adoptive parent, a stepparent, a legal guardian, or other person who stood *in loco parentis* to the employee when the employee was a child [29 U.S.C. §2611 (7)]

E. Qualifying Exigency:

A “qualifying exigency” related to a family member who is a covered military member shall be as defined in the FMLA regulations.

F. Registered Domestic Partner

“Registered domestic partner” shall be those persons registered with the California Secretary of State pursuant to the provisions of California Family Code Section 297.

G. Serious Health Condition:

“Serious health condition” shall be as defined in the FMLA and CFRA statutes and regulations that require that the employee or family member be unable to work.

4. Employee Notice Requirements

An employee must provide at least thirty (30) days advance notice before leave is to begin if the need for the leave is foreseeable based on an expected birth, placement for adoption or foster care, planned medical treatment for a serious health condition of the employee or of a family member, or the planned medical treatment for a serious injury or illness of a covered service member. In all cases, however, the determination of when an employee could practicably provide notice must take into account the individual facts and circumstances.

On or before the first day of an employee’s family and medical leave, the employee shall notify the District of his/her anticipated date of return to work. The District may require periodic updates on the employee’s intent to return to work. If because of changed circumstances an employee requires more or less leave than originally anticipated, the employee shall give the District at least two business days’ notice of his or her intent to return to work.

5. Health Benefits

The District will maintain coverage under the group health care plan for the duration of the family and medical leave, at the same level and under the same conditions as such coverage would have been provided had the employee not taken the leave. While on family and medical leave, employees remain

responsible for and must continue to pay any share of the health premiums they now pay for which they would be responsible if they were working.

6. Use of Paid Leave

Unless otherwise agreed to by the District and the employee, during a family and medical leave, the employee must concurrently use any available sick leave, extended illness leave, vacation leave, or other accrued time off, or any other available paid leave. Such paid leave may only be used for reasons specified and under the terms and conditions of the collective bargaining agreement, Board Policy and/or Administrative Regulation.

Reinstatement

Reinstatement procedures shall be as set forth in Board Administrative Regulation 4161.8/4261.8/4361.8 as adopted by the Board of Education, Culver City Unified School District.

ARTICLE 22: ONE DAY PERSONAL LEAVE WITH PAY

Maintain current contract language.

APPENDIX C: PROFESSIONAL GROWTH PROGRAM FOR UNIT MEMBERS

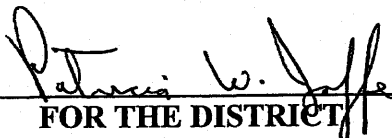
Section C - Qualifications for Professional Growth

Effective July 1, 2009, in order to qualify for a professional growth increment, the following steps must be followed:

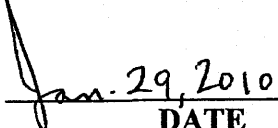
1. An Intent to Participate in the Professional Growth Program must be filed by the classified unit member on the designated form and submitted to the Office of Human Resources. Credit will not be granted for participation in growth activities prior to the date of intent. Course work in progress, but not completed at the time the intent is filed will be granted if approved by the Office of Human Resources.
2. Requests for approval of course work should be submitted to the Office of Human Resources Office prior to the beginning of the course in order to insure credit. Credit may be granted after a course is completed without this prior approval at the discretion of the Office of Human Resources Office.
3. Verification of growth activities must be presented to the Office of Human Resources for evaluation. Official transcripts must be submitted for college course credit. For adult education classes, the instructor's signature verifying the attendance and satisfactory completion of the course will be accepted in lieu of a transcript. Satisfactory evidence of workshop or conference attendance will be required.
4. The professional growth increment will be granted after the employee has accrued twenty (20) verified points and has completed at least two (2) years of continuous service after the filing date of the intent form. There is no maximum limit on completion.

5. Except for the initial professional growth period, new professional growth periods may not commence until successful completion of the prior period. The total number of increment awards shall not exceed a total of four (4).
6. The professional growth increment will be effective on the first day of the month following the 30th calendar day after approved completion of the requirements.
7. Any points earned beyond the twenty (20) necessary in any growth period may be carried over into the next period.
8. Only one (1) professional growth increment will be granted within any two (2) year period.
9. It is the responsibility of the employee to file the Intent to Participate, apply for professional growth credit, and verify completion of course work or other growth activity.

Section F: Award
Status Quo



FOR THE DISTRICT



DATE



FOR THE ACE



DATE

BOARD REPORT

**2/09/10
14.4a**

14.4a Approval of 2010-2011 Expenditure Reductions

Based on Governor Schwarzenegger's January State Budget Proposal and the resulting reduction of funding to Culver City Unified School District, the District is presently deficit spending approximately \$4 million per year. As a result, for the 2010-2011 year the District must cut a minimum of \$2.5 million of ongoing expenditures with a goal of reaching expenditure reductions of \$4 million. The attached items are presented for consideration.

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District approve \$2 million or more of Phase I expenditure reductions for the 2010-11 school fiscal year.

Moved by:

Seconded by:

Vote:

**CULVER CITY UNIFIED SCHOOL DISTRICT
FEBRUARY 9, 2010
PHASE I**

PROPOSED BUDGET CUTS		
ITEM #	POSITION	COST
1	ASSISTANT SUPERINTENDENT, HUMAN RESOURCES	168,000
2	ACCOUNTING SUPERVISOR	100,000
3	DIRECTOR, SPECIAL PROJECTS	147,000
4	REGULAR SUMMER SCHOOL - ELEMENTARY & MIDDLE SCHOOL (2010)	100,000
5	ATHLETIC TRANSPORTATION	70,000
6	SUMMER MAILINGS	25,000
7	FOUR (4) CONSULTANTS	
	7a PUBLIC RELATIONS	12,000
	7b ARTS	25,000
	7c SAFETY	8,000
	7d ANTI-BULLYING	8,000
8	REDUCTION OF TELECOM EXPENSE (E-RATE)	25,000
9	BTSA TOSAs (1.2 FTE)	110,000
10	TECHNOLOGY & ASSESSMENT TOSA (1.0 FTE)	97,000
11	INDEPENDENT STUDY	
	11a THREE (3) FULL-TIME TEACHING POSITIONS	259,000
	11b ONE (1) SECRETARY I POSITION	48,000
12	ADULT SCHOOL	
	12a TWO (2) SUMMER SCHOOL PRINCIPAL POSITIONS	10,000
	12b SUMMER ADA CLASSES	76,000
	12c ONE (1) CBET TEACHER	10,000
	12d ONE (1) CBET AIDE	5,000
	12e ONE (1) ABE AIDE	15,000
	12f TWO (2) CAMPUS AIDES	30,000
	12g TWO (2) CLERK TYPIST II POSITIONS (10 MOS)	68,000
	12h ONE (1) CLERK TYPIST II POSITION (12 MOS)	56,000
	12i FOUR (4) ESL CLASSES (1 MORNING, 2 AFTERNOON, 1 FRIDAY)	40,000
13	FIVE (5) FURLOUGH DAYS **NEGOTIABLE**	1,000,000
TOTAL PROPOSED CUTS		2,512,000
PROPOSED REPLACEMENT POSITIONS		
ITEM #	POSITION	COST
14	DIRECTOR, HUMAN RESOURCES	147,000
15	TWO (2) ACCOUNTING TECHNICIANS	60,000
	\$110K TOTAL LESS \$50K FUNDED BY SELPA	
16	ADULT SCHOOL REGISTRAR	55,000
17	INDEPENDENT STUDY PROGRAM TEACHER POSITION	90,000
TOTAL PROPOSED REPLACEMENTS		352,000
NET SAVINGS		2,160,000