

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 23, 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 Student Discipline (Pursuant to EC §35146; §48918 (c))

a) Stipulated Expulsion of Pupil Services Case #18-10

b) Stipulated Expulsion of Pupil Services Case #19-10

c) Stipulated Expulsion of Pupil Services Case #20-10

3.2 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)

- 3.3 Anticipated Litigation (Pursuant to subdivision (b) of GC §54956.9)
(1 Potential Case)
- 3.4 Public Employee Performance Evaluation (Pursuant to GC§54956)
(2 Elementary Teachers and 1 Secondary Teacher)
- 3.5 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54947)
(20 Employees)
- 3.6 Public Appointment/Employment (Pursuant to GC §54947)
Certificated Personnel Services Report No. 14
Classified Personnel Services Report No. 14

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**

7.1 Culver City Unified School District and Tri-City SELPA Annual Service Plans and Budget Plans

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 – February 9, 2010
- 9.2 Approval is Recommended for Purchase Orders
- 9.3 Approval is Recommended for Acceptance of Gifts - Donations
- 9.4 Approval is Recommended for the Certificated Personnel Reports No. 14
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 14
- 9.6 Approval is Recommended for the Student Teacher Agreement Between the Culver City Unified School District and California State University, Dominguez Hills
- 9.7 Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Culver City Middle School
- 9.8 Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Farragut Elementary School
- 9.9 Approval is Recommended for Culver City High School Students and Teacher to Attend a Field Trip to Sacramento, California, March 9-11, 2010
- 9.10 Approval is Recommended for El Marino Teachers to Visit Out of State Schools in Eugene and Portland, Oregon March 30-April 2, 2010
- 9.11 Acceptance of the Enrollment Report as Presented

10. AWARDS, RECOGNITIONS AND PRESENTATIONS - None

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 Actuarial Study of Retiree Health Liability
- 12.2 First Reading of Revised Board Bylaw 9250, Remuneration, Reimbursement, and Other Benefits

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 for the Employment Agreement for the Position of Interim Assistant Superintendent of Business Services

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 Education Services Items

14.2a Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #18-10

Motion by _____ Seconded by _____ Vote _____

14.2b Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #19-10

Motion by _____ Seconded by _____ Vote _____

14.2c Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #20-10

Motion by _____ Seconded by _____ Vote _____

14.2d Approval is Recommended for Culver City Unified School District and Tri-City SELPA Annual Service Plans and Budget Plans

Motion by _____ Seconded by _____ Vote _____

14.3 Business Items

14.3a Approval is Recommended for the 2010-2011 Expenditure Reductions

Motion by _____ Seconded by _____ Vote _____

14.3b Approval is Recommended for the Estoppel Agreement for Leased District Property

Motion by _____ Seconded by _____ Vote _____

14.3c Approval is Recommended for the Award of Bid #188.09 - Roof Replacement

Motion by _____ Seconded by _____ Vote _____

14.3d Approval is Recommended for the Energy Audit Agreement between Chevron Energy Solutions Company, a Division of Chevron USA, Inc. and Culver City Unified School District

Motion by _____ Seconded by _____ Vote _____

14.4 Personnel Items

14.4a Second Reading and Adoption of Revised Administrative Regulation 4361.5, Military Leave

Motion by _____ Seconded by _____ Vote _____

14.4b Approval is Recommended for Resolution #23, 2009/2010(HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by a Certificated Employee

Motion by _____ Seconded by _____ Vote _____

14.4c Approval is Recommended for Resolution #24, 2009/2010(HR) Regarding Determination for Seniority Among Certificated Employees with the Same Seniority Date ("Tie-Breaker Resolution")

Motion by _____ Seconded by _____ Vote _____

14.4d Approval is Recommended for Resolution #25-2009/2010 (HR), Action to Reinstate One Classified Position Previously Eliminated on Resolution #27-2008/2009 (HR)

Motion by _____ Seconded by _____ Vote _____

14.4e Approval is Recommended for Resolution #26-2009/2010 (HR), Regarding Layoff of Classified Vacant Position

Motion by _____ Seconded by _____ Vote _____

14.4f Approval is Recommended for Resolution #27-2009/2010 (HR), Regarding Layoff of Classified Personnel

Motion by _____ Seconded by _____ Vote _____

14.4g Approval is Recommended for Resolution #28-2009/2010 (HR),
Regarding Layoff of Classified Personnel

Motion by _____ Seconded by _____ Vote _____

14.4h Approval is Recommended for Resolution #29-2009/2010 (HR),
Regarding Layoff of Classified Vacant Supervisory Position

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

March 9 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place
March 23 – 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.

BOARD REPORT

2/23/2010

7.1

7.1 **Culver City Unified School District and Tri-City SELPA Annual Service Plans and Budget Plans**

In Compliance with the Individuals with Disabilities Education Act (IDEA), as amended in 2004, and California Education Code Section 56205 (b)(2) and Section (a), the Board of Education of the Administrative unit of Tri-City SELPA will receive public input regarding the Culver City Unified School District and Tri-City SELPA Annual Service Plans and Budget Plans. The Tri-City SELPA member Districts are Culver City Unified School District, Santa Monica-Malibu Unified School District and Beverly Hills Unified School District.

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

Meeting:	<u>Regular Meeting</u>	Date:	<u>February 9, 2010</u>
Place:	<u>Linwood E. Howe Elementary (Cafetorium) 4034 Irving Place Culver City 90232</u>	Time:	<u>6:00 p.m. – Public Meeting 6:01 p.m. – Closed Session 7:00 p.m. – Public Meeting</u>

Board Members Present

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 7:00 p.m. with all Board members in attendance. Dr. Robert Knopf 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 took action to release eleven temporary certificated employees and one long term temporary employee.

8. Adoption of Agenda

It was moved by Mr. Zeidman to adopt the February 9, 2010 agenda with the amendment to move item 14.4a to follow item 10.2. The motion was seconded by Ms. Siever. 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. Paspalis requested that item 9.1 and 9.2 be withdrawn. Dr. Coté removed item 9.11 from the agenda since it was omitted from the agenda packet. It was moved by Mr. Zeidman and seconded by Mr. Silbiger to approve Consent Agenda Items 9.3 - 9.10 as presented. The motion was unanimously approved.

- 9.3 Acceptance of Gifts - Donations
- 9.4 Certificated Personnel Reports No. 13
- 9.5 Classified Personnel Reports No. 13
- 9.6 Culver City Middle School 7th Grade GATE Students to Attend Astro Camp, Idyllwild, CA, April 30 to May 2, 2010
- 9.7 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 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 Single Plan for Student Achievement (SPSA) for El Rincon Elementary School
- 9.10 Single Plan for Student Achievement (SPSA) for La Ballona Elementary School

9.1 Approval is Recommended for the Minutes of Regular Meeting - January 26, 2010; and Special Meeting - February 3, 2010

Ms. Paspalis requested that this item be withdrawn to confirm the grades stated in Ms. Laura's report on page 53 of the January 26, 2010 Minutes where it states that "Ms. Laura provided an update on the twelfth grade students' participation in a national study..." Ms. Laura confirmed that it was fifth through twelfth grade students. Mr. Silbiger requested that it be added to Dr. Coté's statement in item 15.1 in the January 26, 2010 Minutes, that she

suggested any change to the locations of the Board meetings commence in July. Ms. Siever requested that in item 15.1 on the January 26, 2010 Minutes Mr. Luther Henderson be changed to Dr. Luther Henderson. Ms. Siever also requested on that same item that the Minutes state that Dr. Henderson is a member of the Cultural Affairs Commission instead of was. (In review of the Minutes they did in fact state that he "...is a member of the Cultural Affairs Commission..." Therefore a change will not be required.) It was moved by Mr. Silbiger and seconded by Ms. Paspalis that the Board approve the Minutes of Regular Meeting - January 26, 2010 as amended; and Special Meeting - February 3, 2010 as presented. The motion was unanimously approved.

9.2 Approval is Recommended for Purchase Orders and Warrants

Ms. Paspalis commented that the consultants listed are mostly for Special Education. It was moved by Mr. Zeidman and seconded by Ms. Paspalis that the Board approve purchase orders from January 16, 2010 through January 29, 2010 as presented. The motion was unanimously approved.

10. Awards, Recognitions and Presentations

10.1 American Citizenship Awards

Dr. Coté and the Assistant Superintendents read the names and accomplishments of each school's recipients of the American Citizenship Award for the month of February. The recipients were Talia Walderman from El Marino School; Jacob Cravens Meza from El Rincon Elementary; Kulianna DeNeve from La Ballona School; Ruby Walsleben from Linwood E. Howe School; David Jeong from Farragut School; Jessica Mahoney Culver City Middle School; Michael Chacon from Culver Park High School; and Zachary Mullings from Culver City High School. Board members presented each recipient with a pin and certificate; and thanked the students and their families for attending the meeting.

10.2 Culver City Lions Club

Mr. Zeidman introduced Dr. Robert Knopf, President of the Culver City Lions Club, and provided information on the services that the Lions Club has provided to the district over the years. Mr. Gourley read the Proclamation being given to the Lions Club and further commented on all the great work they do. Dr. Knopf accepted the Proclamation and gave a brief speech.

Action Items

14.4 Business Items

14.4a Approval of 2010/2011 Expenditure Reductions

Mr. Gourley introduced Mr. El Fattal who provided an update on the Governor's budget which is forcing the District to proceed with budget cuts. Mr. El Fattal explained that there was a revised budget page available. The item revised was 12h where twelve months was changed to eleven months, and the salary was changed. Mr. Gourley requested to remove all items under number 12 which referenced the Adult School. Mr. Silbiger seconded the request, and all Board members were in agreement. This item will be brought back in two weeks. Ms. Paspalis requested to remove item 7b from the list. She stated she would be voting no on this item. Mr. Gourley decided audience members would have three minutes to speak. Comments from audience members in regards to the proposed budget cuts are as follows:

- Traci Cho from Center Theater Group spoke in support of keeping the Arts Consultant.
- Robert Zirgulis spoke in support of keeping the Art Consultant and stated the Board should not cut any personnel. He followed up on prior suggestions he gave to the Board regarding bringing money into the District.
- Janice Pober spoke about art from the Renaissance Period and cultural experiences in support of keeping the Art Consultant.
- David Mielke acknowledged the District was losing two good employees, Patricia Jaffe and David El Fattal. In regards to the budget he questioned what the other "phases" looked like since the current proposed cut list stated "First Phase." He also spoke against the "culture at Irving Place" and stated that the Board needs to consider cutting items such as mileage allowances, paid vacations, Board Member benefits, and changing twelve month employees to eleven months.

- Mr. Coontz spoke in favor of keeping the Art Consultant, and gave information about the BOSE Program.
- Dr. Jessica Beagles-Roos spoke in favor of keeping the Art Consultant and the PR Consultant. She also spoke about the positions and what they contribute to the District.
- John Bakunin asked that the Board remember during this time of budget cuts that the primary goal is to educate the kids.
- Jackie Lee inquired about the Art Consultant position, and asked the Board to keep the cuts as far away from the students as possible. She also informed the Board about a rally against budget cuts that is being planned on March 4, 2010.
- Micheal Marsh addressed the fact that many people say to "keep the cuts far away from the classrooms" when in fact many jobs that are not directly with the students, still affect them. If positions cut at the district level are removed and end up trickling into the classrooms, then it will eventually affect the students.
- Nathan Birnbaum spoke in favor of keeping the Art Consultant.
- Barbara Perello agreed with David Mielke that Mrs. Jaffe and Mr. El Fattal will be missed. She spoke in favor of keeping the Director of Special Projects position and informed the Board of how having this position contributes to the District.
- Roberta Sargent stated that she would like to see cuts at the district level before proceeding with additional cuts. She also asked when furlough days are negotiated and both unions say no, what would be the alternative plan.
- Alan Elmont spoke about how cuts were decided in the past and what CBAC contributed to the process. He felt that there needed to be more community input.
- Jeff Rose spoke about the combination classes at Linwood Howe and the negative effects of having no teacher assistants. He would like the Board to reconsider having the combination classes, or consider having the classes at all of the schools.
- Pamela Greenstein spoke in favor of keeping the Director of Special Projects position.
- Roberta Sargent inquired if the Board will be coming to the school sites.

It was moved by Ms. Paspalis and seconded by Ms. Siever that item 7b be eliminated from consideration of the proposed budget cuts. The motion was unanimously approved.

Mr. Gourley spoke about the budget received from the Governor last year and how it was 2.8 million dollars short. He stated that even the numbers that are being considered now as a budget are not real. Mr. Zeidman spoke about the budget cuts and how he has considered each item. He gave his rationale for each line item and provided a list of items that the community felt were important enough not to cut.

Additional audience members:

- Pam Thayer had questions regarding the possible furlough days and asked what happens to the students.
- Kathy McConkey asked if the Board considered rolling furlough days.

Karlo Silbiger agreed with Mr. Zeidman and Mr. Gourley that he does not want to have to make cuts. He stated that the process has gone smoother than in previous years, and thinks the public needs to acknowledge that staff has done a better job. He was not comfortable continuing with the process without a complete list of cuts. He would like to wait two weeks to do the cuts, but will go forward. Mr. Silbiger stated that all staff needed to feel the cuts. He provided figures from research he had done regarding administrative staff and feels the Board needs to cut more at Irving Place. Mr. Silbiger stated he would like to have additional information on the contract for the website; have a discussion regarding the legal staff; revisit the topic of Board health benefits; and talk about mileage allowances.

Additional audience members:

- Jackie Lee stated that she confirmed with CalPers that service credit would not be a problem in regards to furlough days as long as the calendar is adjusted.
- Flora Torres stated that the Librarian position at Linwood Howe still has not been filled; and she felt that the Athletic Transportation should not be cut.

- Micheal Marsh informed the Board of projects that he was working on.
- Casey Chabola commented on furlough days and stated that the amount should come out to the same percent of salary lost across the board.
- Jerry Chabola stated he would like to see a priority list once funds start to be reestablished. He also stated that the athletic department represents teamwork and he thinks they will rise to the occasion through the budget cuts.
- George Laase stated that in 1992 there was a ten percent cut, and suggested making a "clean cut."

Ms. Siever stated that the Board needs to look at reforming CBAC. She reviewed a 2007 statewide study on schools and the district was not top-heavy. Ms. Siever felt that members of the school district should stop going into a "we" or "they" mindset and work as a team. She stated that she does not take any health benefits and agrees that the topic of Board Member health benefits needs to be revisited. She commended the staff that came from their sites to speak at the meeting and give their suggestions. Ms. Siever suggested that the Board come together to form its goals and objectives.

Ms. Paspalis thought the list represented a pretty good job of keeping the cuts away from the classroom. She felt that more parents making more noise in Sacramento would be a good thing.

Mr. Gourley thanked Neil Rubenstein for staying at the meeting for so long to speak on a non-agenda item. Mr. Gourley noted that there were no cuts in security or counselors on the list. He announced that Todd Johnson's son won the District Spelling Bee.

It was moved by Ms. Siever and seconded by Mr. Silbiger that the Board approve item numbers 1 through 6; 7a, 7c, and 7d; 8 through 11; and 13 of the 2010-2011 Expenditure Reductions. The motion was unanimously approved.

It was moved by Mr. Zeidman and seconded by Ms. Siever that the Board approve item numbers 14 and 17 only on the 2010-2011 Expenditure Reductions. Since the Board was not taking action on item 12, item 16 could not be considered. Additional information was needed for item 15, and he stated that item 13, five furlough days, was going to have to be negotiated. The motion was unanimously approved.

13. Recess

The Board recessed at 9:06 p.m. and reconvened at 9:24 p.m.

11. Public Recognition

11.3 Members of the Audience

Members of the audience spoke about:

- Neil Rubenstein commended the Board for being so dynamic. He spoke of an article from USA Today regarding AP Programs in the schools and stated that he was happy the AP Program at the high school is doing so well. He expressed his appreciation for the great education his son received in the district. Mr. Gourley thanked Mr. Rubenstein for all that he does for the district and the community without expecting anything in return.
- John Derevlany spoke about the Board reviewing the sibling enrollment policy in the elementary schools.

Due to the time of evening Dr. Coté asked that the students give their reports before hers.

11.4 Student Representatives' Reports

Middle School Student Representative

Evan Wilson, Culver City Middle School Student Representative, had been present but was unable to stay due to the lengthy meeting.

Culver City High School Student Representative/Student Board Member

Noya Kansky, Student Board Member, reported on activities at Culver City High School, including the upcoming Talent Show on February 26th; the school's fundraiser for Haiti which raised \$1,200 in a week; a rally held regarding the school's electronics policy; AVPA Cabaret Night; Summerfest on June 3rd; the start of the ASB elections and the application period; and an update on the monthly House of Representatives meeting.

Culver Park Student Representative

Jessica Romo, Culver Park High School Student Representative, reported on activities at Culver Park High School, including the school being honored as one of the Model Continuation High Schools in the state. She also thanked Dr. Coté for sharing the information with staff throughout the district.

11.1 Superintendent's Report

Dr. Coté reported on the annual District Spelling Bee and announced Simon Johnson as the winner, Elise Park as the 2nd place winner, and Natasha Collier as the 3rd place winner. She announced that La Ballona would have its Distinguished School visitation on March 9th, and the principal at La Ballona also received a call from the Department of Education asking her to complete the application for the National Blue Ribbon recognition. Dr. Coté also reported on her meeting at the Culver City Chamber of Commerce where a discussion took place on ways the Chamber could be more involved in the district.

11.2 Assistant Superintendents' Reports

Ms. Laura reported on her attendance at the annual District Spelling Bee.

Mrs. Jaffe her attendance at a workshop regarding the AB1025 Bill and what was needed to receive certification.

Mr. Gourley requested that Jerry Chabola speak since he missed his Speaker Card. Mr. Chabola announced the upcoming Casino Night on February 20th. Mr. Chabola also felt that in light of what was happening with the budget, the topic of synthetic turf should return for discussion. Mr. Gourley would like to hear about the health and safety aspects of synthetic turf.

11.5 Members of the Board

Board Members spoke about:

- Mr. Silbiger thanked Mr. El Fattal for having the budget information on the website, and was happy to see that Pod Casts of the Board meetings were now available on the website. He requested a comprehensive update on the Anti-Bullying Committee. Mr. Gourley and Mr. Zeidman agreed that they would also like the update. Mr. Silbiger reported on his attendance at AVPA's Cabaret night and thought it was incredible, and he spoke about the recognition received by cast members of Nicholas Nickelby. He inquired why Open House was the same night for both El Marino and Linwood Howe. Ms. Laura stated she would include that information in her Friday Memo to the Board.
- Mr. Zeidman stated he would also like an update on the Anti-Bullying Committee. He also gave recognition to the Nicholas Nickelby performance. Mr. Zeidman thanked his fellow Board members and administration for working together on the budget cut list. He addressed Mrs. Jaffe and Mr. El Fattal to acknowledge they will be missed.
- Ms. Siever congratulated Mrs. Jaffe and Mr. El Fattal, and gave commendations to Mr. Zeidman for his summary on the budget. She stated she would like to have a colleague from West L.A. College come and discuss grants with the Board; and she would like to hear from Mr. Johnson on "greening" the district. Ms. Siever would also like to revisit reestablishing CBAC, and she stated she was happy to be working with the Board.
- Ms. Paspalis thanked Mrs. Jaffe and Mr. El Fattal for their years working for the district. She reported on her attendance at the annual District Spelling Bee. Ms. Paspalis expressed that she was not happy about ADA being lost for team building and hopes that someone informs the lacrosse coach. She mentioned that there were no cuts in aides, security, and counselors. She agrees to agendizing the topic of artificial turf and hearing from Ms. Siever colleague on "going green."

- Mr. Gourley commended administration and the unions on working on the budget cuts. He thanked Mrs. Jaffe and Mr. El Fattal for helping to run the district. Mr. Gourley reported on his attendance at the annual District Spelling Bee. He apologized if anyone interpreted him as being rude due to his request that speakers stand in line to speak when their name was called. He thought it was great that out of all of the speakers only two were not registered voters. Mr. Gourley read a Declaration of Contempt submitted by a member of the Culver City High School Student Union.

12. Information Items

12.1 First Reading of Revised Administrative Regulation 4361.5, Military Leave

The Board reviewed the Administrative Regulation. It will be brought back for adoption.

14. Action Items

14.1 Superintendent's Items

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

The Board decided that they would vote for Ms. Siever only. It was moved by Mr. Zeidman and seconded by Mr. Gourley that the Board approve the Official 2010 CSBA Delegate Assembly Ballot with the Board's vote for Ms. Patricia Siever only. The motion was unanimously approved.

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

It was moved by Mr. Gourley and seconded by Ms. Siever to approve the Letter of Support to the City of Culver City as presented. The Board discussed the letter that was presented by Mr. Silbiger. Mr. Zeidman stated his concerns with the letter and provided suggestions for revisions. The Board agreed on the revisions. Mr. Gourley stated he would like to see a letter sent to the federal authorities. Mr. Silbiger and Mr. Zeidman agreed. Mr. Silbiger will draft the letter to the FCC. Mr. Gourley would like it copied to Senator Diane Watson. It was moved by Ms. Siever and seconded by Mr. Gourley that the Board approve 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 amended. The motion was unanimously approved.

14.2 Personnel Items

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

It was moved by Mr. Silbiger and seconded by Ms. Siever that the Board approve the 2010/2011 School Year Calendar as presented. Mr. Gourley thanked Kelli Tarvyd for her e-mail to the Board regarding how the calendar is planned. Pamela Greenstein provided clarification on the ten-day Spring Break issue. Ms. Siever stated that the start date for the school year seemed to be of concern for some parents who feel that it may be too hot to begin in August. Further discussion ensued. The motion was unanimously approved.

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)

It was moved by Mr. Zeidman and seconded by Ms. Paspalis that the Board approve the 2008/2009 Agreement between the Culver City Unified School District (CCUSD) and the Association of Classified Employees (ACE) as presented. The motion was unanimously approved.

14.3 Education Services Items - None

15. Board Business - None

16. Public Recognition – Continued

16.1 Members of the Audience

There were no comments from members of the audience.

16.2 Members of the Board

Members of the Board spoke about:

- Mr. Zeidman stated that he would like to look into sending the Board's Friday packets via e-mail. The Board agreed.

Adjournment

There being no further business, it was moved by Mr. Zeidman, seconded by Ms. Paspalis and unanimously approved to adjourn the meeting. Board President Mr. Gourley adjourned the meeting at 10:12 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

BOARD REPORT

2/23/10

9.2

9.2 PURCHASE ORDERS

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

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

Purchase order grand total from January 30, 2010 through February 12, 2010 is \$173,777.28.

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 30, 2010 through February 12, 2010 in the amount of \$173,777.28 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

Board List Purchase Order Report

CULVER CITY UNIFIED SD

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 Run Date: **02/13/2010**
 Run Time: **03:49:42AM**
WEEKLY

Purchase Orders/Buyouts To The Board for Ratification From: **1/30/2010 To 2/12/2010**
 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
02/10/10	54213	A		02/10/2010	SPEECH, LANGUAGE & EDUCATIONAL	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	18,513.00	
				02/10/2010			54213								18,513.00
02/10/10	54214	A		02/10/2010	STEP BY STEP EARLY CHILDHOOD	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	36,000.00	
				02/10/2010			54214								36,000.00
02/09/10	54307	C		02/09/2010	SCHOOL SERVICES OF CALIFORNIA	CONFERENCE AND TRAVEL	Fiscal Services	01.0	00000.0	00000	73000	5220	0005000	175.00	
				02/09/2010				01.0	00000.0	00000	73000	5220	0005010	175.00	
				02/09/2010											350.00
02/09/10	54381M	A		02/09/2010	NATIONAL ROOFING CONSULTANTS	CONTRACT SERVICES RENDERED	Maintenance	01.0	81500.0	00000	81100	5890	0005040	3,740.00	
				02/09/2010			54381M								3,740.00
02/02/10	54382M	C		02/02/2010	COUNTY OF LOS ANGELES	CONTRACTED SERVICES	Maintenance	01.0	81500.0	00000	81100	5890	0005040	240.00	
				02/02/2010			54382M								240.00
02/01/10	54383M	A		02/01/2010	COX PAINTS	MAINTENANCE SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	4380	0005040	120.00	
				02/01/2010			54383M								120.00
02/08/10	54497	A		02/08/2010	ABC SCHOOL SUPPLY INC	INSTRUCTIONAL SUPPLIES	EI Marino Language	01.0	07395.0	11100	10000	4310	2030000	344.16	
				02/08/2010			54497								344.16
02/01/10	54507	A		02/02/2010	SAMY'S CAMERA	CAMERA SUPP/EQUIP	Undistributed	01.0	96352.0	71100	10000	4400	0000000	1,105.45	
				02/01/2010			ROP								1,105.45
02/01/10	54508	A		02/02/2010	THE APPLE STORE	COMPUTER SUPP/EQUIP	Undistributed	01.0	96352.0	71100	10000	4400	0000000	25,441.39	
				02/01/2010			ROP								25,441.39
02/01/10	54509	A		02/01/2010	SAMY'S CAMERA	CAMERA SUPP/EQUIP	Undistributed	01.0	96352.0	71100	10000	4400	0000000	3,841.20	
				02/01/2010			ROP								3,841.20

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Board List Purchase Order Report
 CULVER CITY UNIFIED SD
 1/30/2010 To 2/12/2010

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

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
02/01/10	54511	A		02/01/2010	YAMAHA CORPORATION OF AMERICA	INSTRUCTIONAL SUPPLIES	54509	01.0	58100.0	11100	10000	4310	0004030	1,756.00	3,841.20
02/01/2010							54511							1,756.00	
02/01/10	54512	A	2	02/05/2010	LIN HOWE BOOSTER CLUB	FIELD TRIPS	54512	01.0	30100.0	00000	21000	5710	0004030	170.00	
02/01/2010							54512							170.00	
02/01/10	54513	A		02/01/2010	UNITED SITE SERVICES OF CALIFORNIA, INC.	REPAIRS - OTHER	54513	01.0	58100.0	00000	27000	5630	0004030	537.50	537.50
02/01/2010							54513							537.50	
02/01/10	54514	A		02/01/2010	D & D SECURITY ENTERPRISES	INSTRUCTIONAL SUPPLIES	54514	01.0	90128.0	11100	10000	4310	4010000	56.40	56.40
02/01/2010							54514							56.40	
02/01/10	54517	A		02/01/2010	GLENCOE/MCGRAW-HILL	BOOKS	54517	01.0	07156.0	11100	10000	4110	0000000	2,056.77	2,056.77
02/01/2010							54517							2,056.77	
02/01/10	54519	A		02/01/2010	CUE	CONFERENCE AND TRAVEL	54519	01.0	40460.0	00000	21000	5220	0004030	1,175.00	1,175.00
02/01/2010							54519							1,175.00	
02/01/10	54520	A		02/01/2010	RADISSON HOTEL	CONTRACTED SERVICES	54520	01.0	07395.0	00000	27000	5850	4010000	2,118.03	2,118.03
02/01/2010							54520							2,118.03	
02/01/10	54521	C		02/01/2010	CCEA STATE CONFERENCE	CONFERENCE AND TRAVEL	54521	01.0	30100.0	32000	27000	5220	5010000	250.00	250.00
02/01/2010							54521							250.00	
02/01/10	54522	A		02/01/2010	CDW-G	COMPUTER SUPP/EQUIP	54522	01.0	07395.0	11100	10000	4410	4010000	261.91	261.91
02/01/2010							54522							261.91	
02/01/10	54523	A		02/01/2010	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP	54523	01.0	07395.0	11100	10000	4410	4010000	1,218.65	1,218.65
02/01/2010							54523							1,218.65	

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

PO Date	PO #	Stat	Ord#	Date	Change	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
02/09/10	54524	A		02/09/2010		1800WHEELCHAIR.COM INC.	INSTRUCTIONAL SUPPLIES	Undistributed	01.7	65000.0	50010	22000	4310	00000000	86.70	
02/09/2010						SELPA										
02/02/10	54525	A	1	02/03/2010		CDW-G	AUDIOVISUAL SUPP/EQUIP	Undistributed	01.0	96353.0	71100	10000	4410	00000000	694.00	
02/02/2010						CDW-G										
02/02/10	54526	A		02/02/2010		TROXELL COMMUNICATIONS	OFFICE SUPPLIES	Undistributed	01.0	96353.0	71100	10000	4410	00000000	546.56	
02/02/2010						TROXELL COMMUNICATIONS										
02/02/10	54527	A		02/02/2010		BLICK ART MATERIALS - LA	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	90134.0	11100	10000	4310	40100000	350.76	
02/02/2010						BLICK ART MATERIALS - LA										
02/02/10	54528	A		02/02/2010		SANTA MONICA PIER AQUARIUM	FIELD TRIPS	Linwood Howe Elementary	01.0	91400.0	11100	10000	5816	20200000	300.00	
02/02/2010						SANTA MONICA PIER AQUARIUM										
02/03/10	54529	C		02/03/2010		LIN HOWE BOOSTER CLUB	INSTRUCTIONAL SUPPLIES	El Marino Language	01.0	90128.0	11100	10000	4310	20300000	170.00	
02/03/2010						LIN HOWE BOOSTER CLUB										
02/03/10	54530	A		02/03/2010		LOYOLA MARYMOUNT	ADVERTISING	Human Resources	01.0	00000.0	00000	74000	5830	00030000	85.00	
02/03/2010						LOYOLA MARYMOUNT UNIVERSITY										
02/04/10	54531	C		02/04/2010		CALIFORNIA SCIENCE CENTER	FIELD TRIPS	El Marino Language	01.0	00000.0	16003	10000	5816	20300000	25.00	
02/04/2010						CALIFORNIA SCIENCE CENTER										
02/03/10	54532	C		02/03/2010		CULVER CITY LIONS CLUB	MEMBERSHIPS	Human Resources	01.0	00000.0	00000	74000	5310	00030000	87.00	
02/03/2010						CULVER CITY LIONS CLUB										
02/03/10	54533	A	1	02/04/2010		KAYE PRODUCTS, INC.	INSTRUCTIONAL SUPPLIES	Undistributed	01.7	65000.0	50010	22000	4310	00000000	775.36	
02/04/2010						SELPA										

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02/03/10	54534	A	02/03/2010	02/03/2010	PHONAK HEARING SYSTEMS	INSTRUCTIONAL SUPPLIES	Undistributed	01.7	65000.0	50010	22000	4310	0000000	955.35	955.35
02/03/2010															775.36
02/03/10	54535	A	02/03/2010	02/03/2010	SAMMONS PRESTON	INSTRUCTIONAL SUPPLIES	Undistributed	01.7	65000.0	50010	22000	4310	0000000	438.61	438.61
02/03/2010															438.61
02/03/10	54536	A	02/03/2010	02/03/2010	EAST WEST PROMOTIONS	INSTRUCTIONAL SUPPLIES	El Marino Language	01.0	91400.0	11100	10000	4310	2030000	540.85	540.85
02/03/2010															540.85
02/03/10	54537	C	02/03/2010	02/03/2010	PEPPERDINE UNIVERSITY	ADVERTISING	Human Resources	01.0	00000.0	00000	74000	5830	0003000	25.00	25.00
02/03/2010															25.00
02/04/10	54538	A	02/04/2010	02/04/2010	SCHOOL SAVERS	INSTRUCTIONAL SUPPLIES	Culver City Middle School	01.0	00000.0	16003	10000	4310	3010000	1,691.01	1,691.01
02/04/2010															1,691.01
02/04/10	54539	C	02/04/2010	02/04/2010	CALIFORNIA SCIENCE CENTER	FIELD TRIPS	El Marino Language	01.0	00000.0	16003	10000	5816	2030000	25.00	25.00
02/04/2010															25.00
02/04/10	54540	A	02/04/2010	02/04/2010	CULVER CITY MUSIC CENTER	MUSICAL INSTRUMENTS/SUPPLIES	middle school unit a/c	01.0	00000.0	11100	10000	4310	3010001	399.11	399.11
02/04/2010															399.11
02/09/10	54541	A	02/09/2010	02/09/2010	GARDENBENCHES.N ET	INSTRUCTIONAL SUPPLIES	La Ballona Elementary	01.0	91400.0	11100	10000	4310	2060000	450.00	450.00
02/09/2010															450.00
02/04/10	54542	A	02/04/2010	02/04/2010	LIGHTSPEED TECHNOLOGIES,	AUDIOVISUAL SUPP/EQUIP	Farragut Elementary	01.0	90128.0	11100	10000	4310	2050000	2,976.79	2,976.79
02/04/2010															2,976.79
02/04/10	54543	A	02/05/2010	02/05/2010	J.R. INSTRUMENTS	REPAIRS - OTHER	Culver City High School	01.0	90128.0	11100	10000	4310	4010000	1,671.00	1,671.00
02/05/2010															1,671.00

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Purchase Orders/Buyouts To The Board for Ratification From : 1/30/2010 To 2/12/2010
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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
02/04/2010	54543					J.R. INSTRUMENTS								1,671.00	
02/08/10	54544	A		02/08/2010	THE ACTORS' GANG	CONSULTANTS	Undistributed	01.0	90127.0	11100	10000	5850	0000000	25,000.00	
02/08/2010	54544				ED SVCS	THE ACTORS' GANG								25,000.00	
02/08/10	54545	A	1	02/09/2010	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP	Psych-Soc Work	01.0	56400.0	00000	39000	4410	0004023	2,418.01	
02/08/2010	54545				DELL COMPUTER CORP.									2,418.01	
02/08/10	54546	A		02/08/2010	LACOE	CONFERENCE AND TRAVEL	Special Projects	01.0	42010.0	00000	21000	5220	0004030	400.00	
02/08/2010	54546				LACOE									400.00	
02/08/10	54547	A		02/08/2010	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP	Resource Specialists	01.0	56400.0	00000	39000	4410	0004026	1,078.53	
02/08/2010	54547				DELL COMPUTER CORP.									1,078.53	
02/08/10	54548	A		02/08/2010	COLONIAL CHESTERFIELD AT	FIELD TRIPS	Linwood Howe Elementary	01.0	91400.0	11100	10000	5816	2020000	854.00	
02/08/2010	54548				COLONIAL CHESTERFIELD AT RILEY'S FARM									854.00	
02/08/10	54549	A		02/08/2010	MUSEUM OF TOLERANCE	FIELD TRIPS	Culver City High School	01.0	90127.0	11100	10000	5712	4010000	550.00	
02/08/2010	54549				MUSEUM OF TOLERANCE									550.00	
02/08/10	54550	A		02/08/2010	D & D SECURITY	COMPUTER SUPP/EQUIP	Adult School	11.0	06390.0	41100	27000	4410	0000010	327.09	
02/08/2010	54550				D & D SECURITY									327.09	
02/08/10	54551	A		02/08/2010	TRANG V. NGUYEN, O.D., F.A.A.O.	CONTRACT SERVICES RENDERED	Special Education	01.0	65000.0	57700	31500	5890	0004040	300.00	
02/08/2010	54551				TRANG V. NGUYEN, O.D., F.A.A.O.									300.00	
02/08/10	54553	A		02/08/2010	TEACHER DIRECT	INSTRUCTIONAL SUPPLIES	EI Marino Language	01.0	07395.0	11100	10000	4310	2030000	569.78	
02/08/2010	54553				TEACHER DIRECT									569.78	
02/08/10	54554	A	1	02/09/2010	LAKESHORE LEARNING	INSTRUCTIONAL SUPPLIES	EI Marino Language	01.0	07395.0	11100	10000	4310	2030000	1,282.43	
02/08/2010	54554				LAKESHORE LEARNING									1,282.43	

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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
02/08/10	54554					02/08/2010	54554	LAKESHORE LEARNING MATERIALS						1,282.43	
02/08/10	54555	A		02/09/2010	SCHOOL SERVICES OF CALIFORNIA	CONTRACTED SERVICES	Business Services	01.0	00000.0	00000	73000	5810	0005000	2,220.00	
02/08/10	54555					02/08/2010	54555	SCHOOL SERVICES OF CALIFORNIA						2,220.00	
02/09/10	54556	C		02/09/2010	SIDEWALK STRATEGIES	CONTRACT SERVICES RENDERED	Fiscal Services	01.0	00000.0	00000	73000	5810	0005010	305.26	
02/09/10	54556					02/09/2010	54556	SIDEWALK STRATEGIES						305.26	
02/09/10	54557	A		02/09/2010	DECISIONINSITE	CONTRACTED SERVICES	Business Services	01.0	00000.0	00000	73000	5810	0005000	9,950.00	
02/09/10	54557					02/09/2010	54557	DECISIONINSITE						9,950.00	
02/09/10	54558	C		02/09/2010	EXECUTIVE ENVIRONMENTAL	CONTRACT SERVICES RENDERED	District Administration	01.0	00000.0	00000	73800	5810	0002000	2,850.00	
02/09/10	54558					02/09/2010	54558	EXECUTIVE ENVIRONMENTAL SERVICE CORP.						2,850.00	
02/09/10	54559	C		02/09/2010	SCHOOL SERVICES OF CALIFORNIA	CONFERENCE AND TRAVEL	Fiscal Services	01.0	00000.0	00000	73000	5220	0005010	65.00	
02/09/10	54559					02/09/2010	54559	SCHOOL SERVICES OF CALIFORNIA						65.00	
02/09/10	54560	A		02/09/2010	PITNEY BOWES	OFFICE SUPPLIES	Purchasing	01.0	00000.0	00000	73000	4350	0005030	506.98	
02/09/10	54560					02/09/2010	54560	PITNEY BOWES						506.98	
02/10/10	54561	A		02/10/2010	MCKIE SPLINTS	INSTRUCTIONAL SUPPLIES	Undistributed	01.7	65000.0	50010	22000	4310	0000000	47.32	
02/10/10	54561					02/10/2010	54561	SELPA MCKIE SPLINTS						47.32	
02/10/10	54562	A		02/10/2010	RIFTON PRODUCTS LLC	INSTRUCTIONAL SUPPLIES	Undistributed	01.7	65000.0	50010	22000	4310	0000000	1,496.99	
02/10/10	54562					02/10/2010	54562	SELPA RIFTON PRODUCTS LLC						1,496.99	
02/10/10	54563	A		02/10/2010	SOFTOUCH, INC.	INSTRUCTIONAL SUPPLIES	Undistributed	01.7	65000.0	50010	22000	4310	0000000	136.21	
02/10/10	54563					02/10/2010	54563	SELPA SOFTOUCH, INC.						136.21	
02/10/10	54564	A		02/10/2010	SAMMONS PRESTON	INSTRUCTIONAL SUPPLIES	Undistributed	01.7	65000.0	50010	22000	4310	0000000	445.15	
02/10/10	54564					02/10/2010	54564	SELPA SAMMONS PRESTON						445.15	

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Board List Purchase Order Report

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CULVER CITY UNIFIED SD

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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
02/10/10	54565	A		02/10/2010	RIFTON PRODUCTS LLC	INSTRUCTIONAL SUPPLIES	Undistributed	01.7	65000.0	50010	22000	4310	0000000	5,118.74	
				02/10/2010		SELPA RIFTON PRODUCTS LLC	SELPA							5,118.74	
02/10/10	54566	A		02/10/2010	SPECIALTY MEDICAL SUPPLY	INSTRUCTIONAL SUPPLIES	Undistributed	01.7	65000.0	50010	22000	4310	0000000	115.18	
				02/10/2010		SELPA SPECIALTY MEDICAL SUPPLY	SELPA							115.18	
02/10/10	54567	A		02/10/2010	RUBBER STAMPS UNLIMITED, INC.	INSTRUCTIONAL SUPPLIES	Undistributed	01.7	65000.0	50010	22000	4310	0000000	17.48	
				02/10/2010		SELPA RUBBER STAMPS UNLIMITED, INC.	SELPA							17.48	
02/10/10	54568	A		02/10/2010	RIFTON PRODUCTS LLC	INSTRUCTIONAL SUPPLIES	Undistributed	01.7	65000.0	50010	22000	4310	0000000	354.29	
				02/10/2010		SELPA RIFTON PRODUCTS LLC	SELPA							354.29	
02/10/10	54569	A		02/10/2010	BMI EDUCATIONAL SERVICES	INSTRUCTIONAL SUPPLIES	Linwood Howe Elementary	01.0	62860.0	11100	10000	4310	2020000	90.15	
				02/10/2010		BMI EDUCATIONAL SERVICES								90.15	
02/10/10	54570	A		02/10/2010	HAWTHORNE EDUCATIONAL	INSTRUCTIONAL SUPPLIES	Special Education	01.0	33100.0	50010	31600	4312	0004040	181.82	
				02/10/2010		HAWTHORNE EDUCATIONAL SERVICES, INC.								181.82	
02/10/10	54571	A		02/10/2010	CDW-G	OFFICE SUPPLIES	Office of Child Development	12.0	50250.0	85000	27000	4350	0000002	87.49	
				02/10/2010				12.0	60600.0	85000	27000	4350	0000002	87.49	
				02/10/2010										174.98	
02/10/10	54572	A		02/10/2010	U.S. POSTAL SERVICE	COMMUNICATION SUPP/EQUIP	Adult School	11.0	06390.0	41100	27000	5910	0000010	5,000.00	
				02/10/2010										5,000.00	
02/11/10	54573	A		02/11/2010	RICOH	MAINTENANCE AGREEMENTS	Human Resources	01.0	00000.0	00000	74000	5630	0003000	333.33	
				02/11/2010										333.33	

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

Report ID: LAPO009C

District: 64444

Purchase Orders/Buyouts To The Board for Ratification From : 1/30/2010 To 2/12/2010
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

Page No. 8
 Run Date: 02/13/2010
 Run Time: 03:49:42AM
 WEEKLY

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															
														173,777.28	173,777.28

End of Report LAPO009C

NONPUBLIC SCHOOLS:

APPROVED YTD: \$3,334,566.51
 CURRENT PERIOD: 54,513.00
GRAND TOTAL: \$3,389,079.51

BOARD REPORT

2/23/2010

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>
Culver City Middle School	Mr. Devlin McCluskey 24 reams of paper

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. 14

I. Authorization and Ratification of Employment

A. Director of Human Resources – District Office
Effective July 1, 2010

1. Lockhart, Leslie Green

B. Extra Assignment – Middle School, Girls' JV Basketball Coach
Effective November 16, 2009 through February 13, 2010 at \$929 stipend for season

1. Adamucci, Anthony

C. Extra Assignment – Middle School, 8th Grade After School Intervention Program
Effective December 7, 2009 through June 9, 2010 at \$35.00 per hour, not to exceed one hour per week

1. Morris, Ruth (substitute)
2. Sherrill, Justin
3. Stowers, Katherine
4. Takahashi, Tatiana

D. Extra Assignment – Middle School, Saturday Success Academy Supervisor
Effective December 12, 2009 through June 12, 2010 at \$75.00 per hour, not to exceed 2.5 hours per week

1. Wilson, Jocelyn

E. Extra Assignment – Middle School Saturday Success Academy Teachers
Effective December 12, 2009 through June 12, 2010 at \$35.00 per hour, not to exceed 2.5 hours per week

1. Azad, Mark
2. Balogun, Tayo
3. Kelner, Robert
4. Morris, Ruth (substitute)
5. Takahashi, Tatiana (substitute)
6. Tevis, Kim

F. Extra Assignment – High School, CPR/First-Aid Certification for Coaches
Effective January 25, 2010 at \$240 stipend.

1. White, Marcos

BOARD REPORT

9.4 Certificated Personnel Services Board Report No. 14 – Page 2

I. Authorization and Ratification of Employment – continued

G. Extra Assignment – High School, Replacement for English Department Chairperson
Effective February 1, 2010 through June 18, 2010 at \$1440 stipend for second semester

1. Nolan, Kelly

H. Extra Assignment – District Spelling Bee, Spellmaster and Judges
Effective February 8, 2010 at \$35.00 per hour, not to exceed 4 hours

1. Arancibia, Deb
2. Jackson, Alicia
3. Shiratori, Mina
4. Tevis, Kim

I. Extra Assignment – Arts Integration Partnership Follow-Up Sessions
Effective January 20, 2010 through April 14, 2010 at \$35.00 per hour, not to exceed 6 hours

- | | |
|------------------------|------------------------------|
| 1. Ames, Janet | 16. Horiba, Alice |
| 2. Bearman, Alix | 17. Kendrick Love, Marshanne |
| 3. Bell, Monica | 18. Lowell, Janice |
| 4. Black, Sandra | 19. McMillan, Wade |
| 5. Borcharding, Nan | 20. Miller, Samantha |
| 6. Burkenheim, Karen | 21. Niimura, Hitomi |
| 7. DeRojas, Laura | 22. O'Daniel, Sherri |
| 8. Ebor, Lynn | 23. Proctor, Ira |
| 9. Egan, Johanna | 24. Roberts, Kelley |
| 10. Fredal, Ann | 25. Romero, Rebeca |
| 11. Fretham, Kari | 26. Rose, Jeff |
| 12. Gualtieri, Natalie | 27. Sibert, Christine |
| 13. Harter, Liz | 28. Taslimi, Julia |
| 14. Hebert, Anna | 29. Valdovinos, Patty |
| 15. Holman, Greg | 30. Warner, Christie |

J. Extra Assignment – Adult School, WASC Accreditation Process
Effective February 24, 2010 at hourly rate of pay, not to exceed 2 hours per week

1. Rosenberg, Joyce

K. Extra Assignment – Middle School, Staff Development Day for Part-Time Teachers
Effective January 29, 2010 at Additional 20% of Current Rate of Pay

- | | |
|-----------------------|-------------------|
| 1. Collett, R. Andrew | 3. Tevis, Kim |
| 2. Takahashi, Tatiana | 4. Wurzel, George |

BOARD REPORT

9.4 Certificated Personnel Services Board Report No. 14 – Page 3

I. Authorization and Ratification of Employment – continued

L. Extra Assignment – High School, Classroom Setup and Staff Development
Effective January 29, 2010 at \$35.00 per hour, not to exceed 8 hours

1. Balatayo, Jomeline

M. Extra Assignment – Middle School, Multicultural Festival Coordinator
Effective February 20, 2010 through March 20, 2010 at \$1415 stipend

1. Scott Moore, Gloria

RECOMMENDED MOTION: That approval be granted for Certificated Personnel
Services Report No. 14

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.5 Classified Personnel Services Report No. 14

I. Authorization, Approval & Ratification of Employment

A. Management

1. Delawalla, Ali
Interim Assistant Superintendent –
Business Services
District Office – Business Services
Effective March 1, 2010
Management Salary Schedule

B. Child Development

1. King, Freda
Substitute Instructional Assistant –
Child Development
Child Development
Effective February 24, 2010
Hourly, as needed

C. Clerical & Fiscal

1. Loyola, Rik
Computer Technician
District Office – Extra Assignment
Not to exceed 5 hours
Effective February 8, 2010
Range 30

D. Food Services

1. Fernandez, Karen
Cook
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 14
2. Smith, Sonya
Cook
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 14
3. Avalos, Imelda
Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6

BOARD REPORT

9.5 Classified Personnel Services Report No. 14 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

D. Food Services – continued

- | | | |
|-----|-----------------------|--|
| 4. | Ayodele, Debra | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 5. | Ballard, Valerie | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 6. | Chachere, Anne | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 7. | De Lahoussaye, Dionne | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 8. | Diaz, Cecilia | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 9. | Frias, Maria | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 10. | Gallardo, Francisca | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |

BOARD REPORT

9.5 Classified Personnel Services Report No. 14 – Page 3

I. Authorization, Approval & Ratification of Employment – continued

D. Food Services – continued

- | | | |
|-----|------------------|--|
| 11. | Herrera, Connie | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 12. | Ishiguro, Takako | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 13. | Mercado, Ana | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 14. | Ortiz, Sandra | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 15. | Redfern, Jill | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 16. | Rodriguez, Emeli | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 17. | Sandoval, Lorena | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |

BOARD REPORT

9.5 Classified Personnel Services Report No. 14 – Page 4

I. Authorization, Approval & Ratification of Employment – continued

D. Food Services – continued

- | | | |
|-----|-----------------|--|
| 18. | Santiago, Jose | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 19. | Torres, Connie | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 20. | Vejar, Rosalba | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 21. | Wheeler, Stacy | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 22. | Yañez, Rosario | Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 6 |
| 23. | Cano, Celia | Senior Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 10 |
| 24. | Fogelbach, Aida | Senior Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 10 |

BOARD REPORT

9.5 Classified Personnel Services Report No. 14 – Page 5

I. Authorization, Approval & Ratification of Employment – continued

D. Food Services – continued

- | | | |
|-----|------------------|--|
| 25. | Gallardo, Maria | Senior Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 10 |
| 26. | Langarica, Susan | Senior Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 10 |
| 27. | Livas, Sylvia | Senior Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 10 |
| 28. | Lopez, Belenda | Senior Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 10 |
| 29. | Martinez, Rita | Senior Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 10 |
| 30. | Pineda, Delmy | Senior Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 10 |
| 31. | Reyna, Bessy | Senior Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 10 |

BOARD REPORT

9.5 Classified Personnel Services Report No. 14 – Page 6

I. Authorization, Approval & Ratification of Employment – continued

D. Food Services – continued

32. Santana de Campos, Domitila Senior Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 10
33. Valencia, Lidia Senior Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 10
34. Valle, Mirtha Senior Food Service Assistant
Food Services – Extra Assignment
Not to exceed 8 hours
Effective January 29, 2010
Range 10
35. Kakiuchi, Anna Substitute Food Service Assistant
Food Services
Effective January 4, 2010
Hourly, as needed

E. Instructional Assistants

1. Gibbs, Shauna Instructional Assistant – Adult School
Adult School – Extra Assignment – CAHSEE
Not to exceed 5 hours
Effective February 2, 2010
Range 17
2. Lopez, Jose Instructional Assistant – Adult School
Adult School – Extra Assignment – CAHSEE
Not to exceed 5 hours
Effective February 3, 2010
Range 17

BOARD REPORT

9.5 Classified Personnel Services Report No. 14 – Page 7

I. Authorization, Approval & Ratification of Employment – continued

E. Instructional Assistants – continued

3. Shimerman, Amy
Instructional Assistant – Computer Lab
Farragut – Extra Assignment
Not to exceed 11 hours per week
Effective February 16, 2010 through
June 18, 2010
Range 16

F. Coaches

1. Ramirez, Bud
Temporary Softball Coach
Middle School
Effective February 15, 2010 through
May 7, 2010
Stipend of \$929.00

G. Stipend Assignments

1. Andrew, Hilary
Temporary After School Instructor
Middle School – Panther Partners Program
Not to exceed 2 hours per week, school year
Effective February 16, 2010 through
June 18, 2010
Stipend of \$35.00 per hour
2. An, Noriko
Temporary After School Instructor
El Marino – FLAP
Not to exceed 30 hours
Effective February 24, 2010 through
June 18, 2010
Stipend of \$15.00 per hour

H. Student Helpers

1. Allen, Wyatt
Student Helper – Workability
Location outside of district
Effective February 3, 2010
Hourly, as needed

BOARD REPORT

9.5 Classified Personnel Services Report No. 14 – Page 8

II. Authorization, Approval & Ratification of Separation of Employment

1. Harnack, Andrea
Instructional Assistant – Computer Lab
Farragut – 11 hours per week, school year
Personal
Effective February 11, 2010
Range 16

III. Authorization, Approval & Ratification of Revision to Board Item Previously Approved on Board Report #13, 02/09/10

1. Feldman, Diane
Temporary After School Instructor
Middle School – Panther Partners Program
From: Not to exceed 2 hours per week,
school year
Effective February 10, 2010 through
June 18, 2010
To: Not to exceed 6 hours per week,
school year
Effective October 5, 2009 through
June 18, 2010
Stipend of \$35.00 per hour

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 14

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.6 Student Teacher Agreement Between the Culver City Unified School District and California State University, Dominguez Hills

For many years the district has cooperated with local universities to provide student teaching experience to students enrolled in the respective institutions. The contract between California State University, Dominguez Hills and the Culver City Unified School District will authorize students at this institution to student teach in the district.

RECOMMENDED MOTION: Authorize the Superintendent to enter into an agreement on behalf of Culver City Unified School District with California State University, Northridge effective September 1, 2009 through September 1, 2012.

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/23/2010

9.7

9.7 Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Culver City Middle School

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

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

Moved by:

Seconded by:

Vote:

The Single Plan for Student Achievement

Culver City Middle School

School Name

19-64444-6057608

CDS Code

Date of this revision: January 6, 2010

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: Jon Pearson
Position: Principal
Telephone Number: 310-842-4200
Address: 4601 Elenda St.
Culver City, CA 90230
E-mail Address: jonpearson@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 23, 2010.

II. School Vision and Mission

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.

CULVER CITY MIDDLE SCHOOL MISSION STATEMENT

The mission of Culver City Middle School, a culturally diverse and environmentally active learning community, is to ensure that all students are provided a challenging educational program that will foster integrity, respect, and a passion for success in our ever-changing global environment by bringing the resources available in our unique city together to achieve this goal.

WE BELIEVE:

- All students can learn.
- Family and community partnerships are integral to student's learning.
- School should meet the needs of every student to promote active learning.
- Students and staff will learn from each other and respect one another's contributions and diversity.
- The school's facilities must be safe, aesthetically pleasing, and conducive to learning.
- Character and academic expectations should be clearly defined.
- Environment encourages open communication and dialogue among staff, students, and families.

III. School Profile

Culver City Middle School, a 2003-2009 California School to Watch – Model Middle School, is one of nine schools in the Culver City Unified School district. There are five elementary schools, one middle school, one high school, an alternative high school and an independent study school. The district also has an adult school and the Office of Child Development. Culver City Middle School serves a diverse student body, ethnically, linguistically and economically, of 1532 sixth, seventh and eighth grade students. It is located in the small community of Culver City, which is five freeway miles west of downtown Los Angeles and is surrounded by the city of Los Angeles. Culver City encompasses 4.74 square miles and has a population of about 41,500. The school is situated in a neighborhood of tree-lined streets, manicured lawns and well kept homes, which were probably built in the 40s and 50s. It is buffered on the south side by the La Ballona Creek and a bike path which runs to the ocean. Originally, Culver City Middle School was built in the 1940s as a high school. When the new high school was built in the 1950s, the school became a junior high school, and then, in the early 1980s, in accordance with Caught in the Middle, it was transformed into a middle school.

According to the California Basic Educational Data System (CBEDS) report dated October 2007 our student population is 42.4% Hispanic, 21.6% Caucasian, 21.3% African-American, 10.6% Asian, 1.7% Filipino, .007% Pacific Islander, .003% American Indian or Alaska Native and 1% Multiple or no response. English language learners are 24% of our student population. In excess of 25 languages are spoken on our campus. We became a Title I school in 1998 with 39% low income students.

Culver City Middle School has a staff of dedicated, caring and well-trained personnel who provide programs which give students equal access to the core curriculum. The principal and the staff have worked together to form a collaborative endeavor for the common goal of making a learning/sharing environment which is good for all students, staff, parents and community. A collaborative effort is in place in which understanding, listening, and constructive feedback are essential for success. Parents participate in PTSA, School Site Council, ELAC, GATE Advisory Council and the Panther Partners (formally Booster Club). Culver City Middle School has a sense of community with shared responsibility for all involved persons. All people and their opinions are valued and respected. This educational community is not afraid to take risks when it effects change and leads to achieving goals.

Culver City Middle School strives to attain the goals set by Caught in the Middle, Taking Center Stage and the State Department of Education's Standards. Culver City Middle School is student-centered and believes that students are our greatest resources and most promising leaders. Interdisciplinary teams have been established and interdisciplinary curriculum developed which encourages cooperative and collaborative learning and stresses higher level thinking skills. Teachers have high expectations for all students and provide students with opportunities to use the multiple intelligences throughout the curriculum. Academics, creativity and imagination are stressed. We address the needs of all students in our diverse population and have created lessons and festivals, which accentuate cross-cultural understanding and interaction. Several times during the year, students and teachers plan and present a lunch time festival which recognizes the cultures and traditions of our various populations. Students participate by wearing traditional dress and are provided hands-on, high interest activities such as arts and crafts, food tasting, music and dancing. Courses are provided in our extended-day program. Before and after school care is provided in collaboration with the YMCA and Culver City's Park and Recreation Department. Tutoring, conflict resolution, Mock Trial, Science Olympiad, Title I classes, peer counseling and athletics are just some of the offerings that are provided for students. Culver City Middle School has four computer labs and each teacher has at least one computer in the classroom with Internet access. A majority of our teachers have and use LCD projectors. We have a fully staffed library with computers.

The Culver City Middle School staff is committed to providing the best education for all students. We are striving to prepare our students for the challenges of the new millennium in our ever changing global environment.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

The school site council has analyzed the available student performance data for all students, including English learners, educationally disadvantaged students, and students with exceptional needs. The council has also obtained and considered the input of the school community.

Culver City Middle School's Academic Performance Index (API) continues to steadily rise. In 2008-2009, our API increased by 12 points to 809. We are very proud of what we are doing to close achievement gaps; however, for the first time, our English Learner subgroup did not improve from the previous year and did not make AYP. The following is a breakdown of our Subgroup API and the gains that they have made.

Subgroup API 2008-2009 Growth

African American 783 +9

Asian 902 -1

Hispanic 756 +11

White 875 +16

Socio-Disadvantaged 750 +21

English Learners 698 -4

Students W/Disabilities 576 +54

This year, CCMS made its Adequate Yearly Progress (AYP) under the No Child Left Behind Law (NCLB) in 30 of our 33 Subgroups. Our English Learners did not achieve their goal in English/Language Arts (ELA) and math and our Latino students did not make it in math.

Student groups performing below performance standards:

Title I: Title I students performed below the level of our school-wide population in math on the California Content Standards Test (CST).

Percentage of Title 1 students who met AYP in math: 42.7%

School-wide percentage of students who met AYP in math: 54.6%

2009 Target in math: 47.5%

EL: The EL students performed below the level of our school-wide population in ELA and math on the CST.

Percentage of EL students meeting AYP in ELA: 33.2%

School-wide percentage of students who met AYP in ELA: 60.4%

Percentage of EL students who met AYP in math: 34.1%

School-wide percentage of students who met AYP in math: 54.6%

2009 Target in ELA: 46%

2009 Target in math: 47.5%

Latino: The Latino students performed below the level of our school-wide population in math on the CST.

Percentage of Latino students meeting AYP in math: 43.5%

School-wide percentage of students who met AYP in math: 54.6%

2009 Target in math: 47.5%

Special Education: The RSP students performed below the level of our school-wide population in ELA and math on the CST.

Percentage of Special Education students who met AYP in ELA: 28.3%

Percentage of Special Education students who met AYP in math: 29.2%

However, there were significant improvements with the exception of our English Learners in CST scores when compared to the 2008 performance:

Title I students improved 21 points.

Latino students improved 11 points.

Students with Disabilities improved 54 points.

B. Surveys

In order to better meet the needs of our English Learners, our teachers completed a self-study that graded the "friendliness" of their instruction and classrooms. In addition, we had our Long-Term English Learners (L-TELS)

fill out a survey about their knowledge of the English Language Development (ELD) program, motivational issues, language acquisition difficulties, and college awareness. This information has helped train and guide faculty and administration to incorporate effective EL strategies into instruction and create realistic interventions that will improve achievement.

Also, as a "California School-to-Watch," we are required to perform a Self-Study every three years. The four components of "Schools to Watch" are Academic Excellence, Developmental Responsiveness, Social Equity, and Organizational Structures and Processes. According to the data we gathered in 2008-09, our faculty believe we are doing an excellent job. A score of "4" on the rubric indicates that "the practice is highly and completely implemented, systemic, and coherent in every classroom and by every teacher across the school." A "3" indicated that "there is a high degree or maturing quality of implementation that is systemic. It may not be coherent or of the highest quality in every classroom and by every teacher, but certainly by most - 75% or better."

Our average score for the Academic Excellence component was 3.4 with the criteria describing their ability to provide instructional strategies that "include a variety of challenging and engaging activities that are clearly related to the grade-level standards, concepts, and skills being taught" receiving the highest score of 3.7. A common piece of evidence mentioned was that teachers intentionally plan for variation with standards in mind.

Data from our Self-Study indicates that our faculty believe we have room for improvement in the area of Developmental Responsiveness, scoring a total average of 3.35. The criteria describing our ability to provide students with "multiple opportunities to explore a rich variety of topics and interests in order to develop their identity, learn about their strengths, discover and demonstrate their own competence, and plan for their future" scored a 3.7, due to counselors providing ample guidance for future goals and teachers creating meaningful activities.

Data from our Self-Study in the Social Equity component indicates that our faculty believes we are a "socially equitable, democratic and fair" providing "every student with high-quality teachers, resources, learning opportunities, and supports" achieving a total average score of 3.7. They identified the criterion that describes our reward system "designed to value diversity, civility, service, and democratic citizenship" as our strongest with an average score of 3.9. A common piece of evidence described that students are recognized for their individuality and programs that award positive attributes and deeds.

Data from our Self-Study indicates that our faculty believes that Organizational Structures and Processes is our strongest component scoring an average total score of 3.9. The criterion describing how we "work with colleges and universities to recruit, prepare, and mentor novice and experienced teachers" received a perfect score. More importantly, we felt strongly about our performance in including "families and community members in setting and supporting the school's trajectory toward high performance," another criterion worth mentioning.

According to the Self-Study Rubric, our faculty believes that as a school, we need to do a better job using "an interdisciplinary approach to reinforce important concepts, skills, and addressing real-world problems," as stated in the Developmental Responsiveness component. One goal will be to plan a grade level, thematic, interdisciplinary, team project once per semester. In order to achieve this goal, CCMS Administration must provide opportunities "to enhance student achievement by working with colleagues to deepen their knowledge to improve their standards-based practice," as stated in the Academic Excellence component. We already have common, grade-level planning periods for each subject, in addition to Department and Team meeting time; however, a goal will be to find funding to support teachers during their collaboration time with specific trainings.

C. Classroom Observations

CCMS teachers adhere to and provide lessons based upon the California State Teaching Standards. When entering a CCMS classroom, you will see teachers and students engaged in the following: (1) Anticipatory Set--Teachers familiarize students with the Standard to be covered and provide a focus for the daily lesson. Students are given a "preview" into the material to be covered. (2) Input--Teachers provide their students with direct instruction to transfer information. (3) Checking for Understanding--Teachers pose questions to their classes on a whole group or individual basis. Utilizing this principle, teachers gain instant feedback and can restructure lessons as needed. (4) Guided Practice--Students are given an opportunity to practice using the information or concepts transmitted through the Input phase. The teacher assigns a task and students work to demonstrate mastery under the observation of the teacher. (5) Closure--Before moving on to another concept or dismissing class, teachers include an exercise to solidify the day's lesson. Closure can take the shape of a brief question and answer session or a short reflection activity. (6) Independent Practice--When instruction is

complete, teachers give the students an opportunity to individually engage in an assignment to show mastery of the concepts presented. Independent Practice can be ongoing.

CCMS values providing classroom environments in which students feel safe, nurtured, and confident in their abilities. Teachers work to build these values throughout the course of the year. As such, teachers are encouraged to post student work samples and relevant content area posters and displays. Classroom instruction is bell to bell, with teachers maximizing the instructional minutes available. As CCMS works with in the block schedule model, students attend all six classes on Monday, including a 10 minute homeroom period. Classes on Monday are approximately 50 minutes in duration. On Tuesdays and Thursdays, students attend periods homeroom, one, three, and five. On Wednesdays and Fridays, students attend periods homeroom, two four and six. Classes scheduled Tuesdays through Fridays are approximately 90 minutes in duration.

At CCMS, it is a school-wide ambition to instruct students with the latest research-based instructional practices. The staff is trained in Robert Marzano's "Classroom Instruction that Works," which includes, but is not limited to: Identifying Similarities and Differences, Summarizing and Note Taking, Reinforcing Effort and Providing Recognition, Homework and Practice, Non-linguistic Representations, Cooperative Learning, Setting Objectives and Providing Feedback, Generating and Testing Hypothesis, and Cues, Questions, and Advance Organizers.

In addition, teachers are trained in strategies to improve EL achievement promoted by Dr. Kate Kinsella, a renowned expert in the field of academic language acquisition. These strategies are presented during monthly staff meetings. In addition, how effectively teachers use these strategies are included in evaluation criteria.

We pride ourselves on offering students a meaningful, standards-based curriculum that will prepare them for real life. We are also making strides at closing the "achievement gaps" among our diverse body of students.

Our high level of commitment to focus on the area of technology is evident. Over 60% of our teachers utilize LCD projectors with streaming video resources regularly in their classrooms. We have multiple departments utilizing technology such as Smart Boards, response clickers and computer write pads. Our school was the recipient of a technology grant through LACOE where 6th grade language arts teachers were trained to incorporate technology into the curriculum using digital cameras, LCD projectors, etc. We also use our website to improve communication between school and parent. Not only is homework posted on teacher webpages on our website, but parents can access grades, attendance, and progress through our Parent Portal.

D. Student Work and School Documents

Students produce a variety of work, including labs, reports, research papers, projects, and portfolios. Students also are assessed in more traditional ways, such as quizzes, tests, and Benchmark Assessments.

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

The following statements characterize the status of student achievement and educational practice at this school. The conclusions reached in this section are used to determine improvements described in the following sections of the plan. To characterize the strength of our educational program, elements will be rated as "exceptional", "adequate", "limited", and "minimal."

PROGRAM ELEMENTS RATING

1. Alignment of curriculum, instruction, and materials to content and performance standards: Exceptional
2. Alignment of staff development to content standards, assessed student performance and professional needs: Exceptional
3. Availability of standards-based instructional materials appropriate to all student groups: Exceptional
4. Number and percentage of teachers in academic areas experiencing low student performance: Adequate
5. Intervention service now provided by the regular school program to enable low-performing students to meet standards: Exceptional

6. Intervention services now provided by categorical funds to enable low-performing students to meet standards: Limited
7. School, district and community provide support for improvements in student achievement: Exceptional
8. Use of results of state and local assessments to modify instruction and improve student achievement: Exceptional

CCMS top three program elements with the highest ratings:

1. Alignment of curriculum, instruction and materials to content and performance standards.
2. Alignment of staff development to content standards, assessed student performance and professional needs.
3. Availability of standards-based instructional materials appropriate to all student groups.

CCMS target growth for three program elements with the lowest ratings:

1. Number and percentage of teachers in academic areas experiencing low student performance.
2. Increasing the quality of intervention programs to assist EL, Title 1, and Special Education students to make AYP.
3. Finding additional resources to support intervention programs due to reduced categorical funds.

V. Description of Barriers and Related School Goals

Possible underlying causes for low performance:

language barriers with students and parents
limited background knowledge and experience
developmental issues
poor study skills
little homework support

Statement of Performance Improvement Targets/Goals, including actions steps or tasks to be accomplished to meet objectives for the School Plan:

Analyze test scores (CST and Galileo Benchmark Assessments) and work in teams and departments to create curriculum and lessons to address the standards and address the areas that need improvement.

Continue working on English Language Arts standards - word analysis and vocabulary development, reading comprehension, literacy response and analysis, and writing strategies to bring students to proficient/advanced levels.

Continue working on math standards - algebra and functions, statistics, data analysis, and probability, multistep problems, graphing, and functions to bring students to proficient/advanced levels.

Continue to provide intervention programs for all students including English Learners, Title I, and RSP students.

Bring English Learner program participants who have stagnated at the intermediate fluency level to proficient/advanced language levels according to AYP.

Revise curricular plans to address the needs of all students.

Utilize instructional aides for targeted instruction.

Provide technology to improve communication, including training.

Administer multiple assessments to improve teaching strategies.

Offer parent education and participation opportunities through ELAC.

Ongoing Staff Development, including summer staff development, conferences, supplemental reading materials, continued training on differentiated instruction, multiple intelligences, best practices, etc.

Continue to encourage writing across curriculum.

Provide regular communication between home and school.

Provide a safe learning environment, i.e. Safe School Plan.

Enhance and increase students' self esteem: character education; tangible and intangible rewards; opportunities for student leadership; opportunities for students to participate in co-curricular activities.

Enable students to attend educational, standards-based field trips.

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) Assisting English Learners to improve performance in the classroom and on the California Standards Test (CST) in English/Language Arts and math. By the end of the year, 51% of our English Learners will score "Proficient" or "Advanced" on the California Standards Test in English/Language Arts and 52.5% in math.	
Student groups and grade levels to participate in this goal: English Learners grades 6,7,and 8	Anticipated annual performance growth for each group: Improved performance on CST as defined by NCLB requirements
Means of evaluating progress toward this goal: School records CST Scores	Group data to be collected to measure academic gains: Benchmark Assessments CST Scores

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
Staff, including counselors, teachers, coordinators, administration, and parents will determine how to best meet the needs of our English Learners by analyzing CST scores, grades and other relevant assessments.	September, 2009-June, 2010	Administrators, counselors, faculty, ELD coordinators, parents	0	n/a
ELD Coordinators will use teacher observation and tests, CELDT test, District writing prompts, and the State of California English Language Development Standards to establish a baseline for assessing student growth. Also, Coordinator and Assistant Principal will organize Parent Meetings (ELAC) to distribute program information, including Home School Compact and collaborate about satisfying the needs of EL students and families.	September, 2009-June, 2010	ELD coordinators, administrator	0	n/a
Instructional Aides will be used for support in EL classrooms and to translate during Parent Meetings	September, 2009-June, 2010	Classified staff	27,740	ELAP
Teachers and ELD Coordinators will select and purchase supplemental ELD material which support the standards and support student learning in relationship with the ELD standards.	September, 2009-June, 2010	ELD Coordinators, teachers	2,923.13	ELAP
Long-term English Learners (L-TELS) will be assigned an Advisor. They will meet bi-weekly to reteach specific standards, improve test taking skills, and support academically and personally. Specifically, they will access the Galileo database to analyze their individual student's performance so they will be able to individualize instruction with the support of the ELD department.	September, 2009-June, 2010	Administrator, counselor, faculty	20,000	Title 1
Infuse technology into all subject areas	September, 2009-June, 2010	Administration, technology committee	0	n/a
Attend professional development specific to strategies to assist English Learners that will be shared with faculty during staff meetings.	September, 2009-June, 2010	Teachers, administrators, counselors, ELD coordinator	3,000	Title 1
Administration will submit personnel requisitions to the district business office for each teacher who is paid to direct an Intervention/Enrichment program.	October, 2009	Administration, classified staff	0	n/a
English Language Development Coordinator, counselors, and administration will refer and develop lists of students as well as monitor attendance sheets for each class and keep on file. These referrals will be based on CST, Galileo Benchmark Assessments, CELDT scores, and classroom assessments.	November, 2009-June, 2010	ELD coordinator, administration, counselors	0	n/a
Administration will evaluate and report data from the	June, 2010-	Administration	0	n/a

Intervention/Enrichment programs to CCMS Site Council, Title 1, and ELAC at the end of the 2009-10 school year. Evaluation will be based on data acquired from Galileo Benchmark Assessments, 2009 CST data, and academic grades and by surveying students, teachers, and parents.	August, 2010			
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- (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) Assist Students with Disabilities to improve performance in the classroom and on the California Standards Test (CST) in English/Language Arts and math. By the end of the year, 51% of our EL students will score "Proficient" or "Advanced" on the California Standards Test in English/Language Arts and 52.5% in math.	
Student groups and grade levels to participate in this goal: Special Education students Grade 6, 7, 8	Anticipated annual performance growth for each group: Improved performance on CST as defined by NCLB requirements
Means of evaluating progress toward this goal: School Records CST scores	Group data to be collected to measure academic gains: Benchmark Assessments CST scores

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
Staff, including counselors, teachers, coordinators, administration, and parents will determine how to best meet the needs of Special Education students utilizing data analysis of CST, academic grades, and other relevant assessments.	September, 2009-June, 2010	Special education department meetings, IEP meetings	0	n/a
Staff will assess each student and provide student with an appropriate educational program.	September, 2009-June, 2010	Administration, counselors, special education department	0	n/a
All aides will work under the supervision of certificated personnel. they will work directly with students for a minimum of 80% of the time. An instructional aide may spend no more than 20% of the time on clerical tasks.	September, 2009-June, 2010	Special education teachers, administration	0	n/a
An Individualized Education Plan (IEP) is developed for each Special Education participant by parent/guardian and appropriate personnel. Continuous monitoring and provisions are made as student progresses.	September, 2009-June, 2010	Administrator, counselor, psychologist, special education teacher, general education teacher	0	n/a
Staff will ensure that students in special programs are mainstreamed into regular classes as appropriate.	September, 2009-June, 2010	Administrator, counselor	0	n/a
Infuse technology into all subject areas.	September, 2009-June, 2010	Administration, technology committee	0	n/a

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Assist Title 1 students' performance in reading comprehension and math. By the end of the year, 51% of our EL students will score "Proficient" or "Advanced" on the California Standards Test in English/Language Arts and 52.5% in math.	
Student groups and grade levels to participate in this goal: Title 1 Students Grade 6, 7, 8	Anticipated annual performance growth for each group: Improved performance on CST as defined by NCLB requirements
Means of evaluating progress toward this goal: School Records CST Scores	Group data to be collected to measure academic gains: Benchmark Assessments CST Scores

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
Determine which students are eligible for Title 1 by analyzing CST scores.	June, 09-September, 09	Administrator Title 1 teacher Counselor	0	n/a
Place eligible incoming 6th graders into Title 1 reading and math elective.	June, 09-September, 09	Administrator Title 1 teacher Counselor	0	n/a
Instruct using proven, innovative methods based on data from diagnostic test in reading and math on a quarterly basis.	September, 09-June, 10	Title 1 teacher	32,545.41 47,131.78	Title 1 SI
Provide Algebra Readiness and proficiency classes for students not proficient in math.	September, 09-June, 10	Title 1 teacher	38,090.89	Title 1
Provide supplementary instruction for 6th grade students not proficient in math.	September, 09-June, 10	Title 1 teacher	57,506.74	Title 1
Meet with at-risk students on a regular basis to monitor progress and provide support, including parent meetings, distribution of information, including Home-School Compact.	September, 09-June, 10	At-Risk Counselor	0	n/a
Offer Supplementary Educational Services to students scoring "Below Basic" and "Far Below Basic."	September, 09-June, 10	Administrators, Director of Special Projects	20,000	Title 1
Allow administrators, faculty, and counselors to attend trainings/conferences that will positively impact the instructional process (i.e. master scheduling conference, differentiated instruction strategies, AVID, etc.).	September, 09-June, 10	Administrators, faculty, counselors	3,000	Title 1
Administration will submit personnel requisitions to the district business office for each teacher who is paid to direct an Intervention/Enrichment program.	October, 09	Administration, classified staff	0	n/a
Administration will evaluate and report data from the Intervention/Enrichment programs to CCMS Site Council, Title 1, and ELAC at the end of the 2009-10 school year. Evaluation will be based on data acquired from Galileo Benchmark Assessments, 2009 CST data, and academic grades and by surveying students, teachers, and parents.	June, 10 - August, 10	Administration	0	n/a

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Assisting students who are receiving "D" or "F" grades on quarter/semester report cards.	
Student groups and grade levels to participate in this goal: Students who receive a "D" or "F" on a quarter/semester report card. Any student scoring "Basic," "Below Basic," or "Far Below Basic" on CST's in grade 6, 7, and 8.	Anticipated annual performance growth for each group: Overall, better grade-point averages and 100% of our 8th graders eligible to participate in promotion activities. Improved performance on CST as defined by NCLB requirements.
Means of evaluating progress toward this goal: Student Records CST scores	Group data to be collected to measure academic gains: Student Records Benchmark Assessment CST scores

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
After-school tutoring programs will be available to students who need to raise academic grades.	November, 2009-June, 2010	Certificated faculty	10,080	Empower Our Schools
Offer three hours per week of intervention to 8th graders who have received a failing grade in one or more of their subjects on their quarter/semester report card. Students will receive extra help on classwork/homework. They will remain in the class until the end of the year or receive a passing grade. By attending the class, they will also earn the right to participate in 8th grade promotion ceremonies.	November, 2009-June, 2010	Administration, faculty, counselors	13,950	Title 1
Administration and certificated faculty will survey teachers regarding which Intervention Programs they would be interested in teaching.	September, 2009	Administration	0	n/a
Administration will write and publish Intervention School Program Directory for each session offered. It will contain information for students, staff, and parents detailing description of classes offered, schedule, and enrollment instructions and deadlines.	September, 2009	Administration, Classified staff	0	n/a
Administration will submit personnel requisitions to the district business office for each teacher who is paid to direct an Intervention/Enrichment Program	October, 2009	Administration, Classified staff	0	n/a
Teachers will develop lists of students who enroll as well as attendance sheets for each class and keep on file.	November, 2009-June, 2010	Faculty	0	n/a
Student referrals will come from teachers, counselors, and Administrators based on CST scores, Benchmark Assessments, and classroom assessments.	October, 2009-June, 2010	Administration, Counselors, Certificated faculty	0	n/a
Administration will do an evaluation of the Intervention/Enrichment Programs by surveying students and teachers.	June, 2010	Administration	0	n/a
Administration will report Intervention/Enrichment Program process, budget, and evaluation to CCMS Site Council, Title 1, and ELAC after each session the program is offered.	June, 2010	Administration	0	n/a

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Ensure that students are assessed with formative assessments and that the data is used to build a culture of continuous improvement. Teachers will then be given opportunities to analyze data and collaborate to discuss intervention strategies for subjects, classes, and teachers. By the end of the year, 51% of our students will score "Proficient" or "Advanced" on the California Standards Test in English/Language Arts and 52.5% in math.	
Student groups and grade levels to participate in this goal: Grade 6, 7, 8 students	Anticipated annual performance growth for each group: Improved performance on CST as defined by NCLB requirements
Means of evaluating progress toward this goal: School Records CST Scores	Group data to be collected to measure academic gains: Benchmark Assessments CST scores

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
Teachers working in Teams will be given time through Staff Development days before the school year begins, during common, grade-level prep periods, and monthly trainings to learn about the technology component of West Ed/Galileo, to collaborate to identify "essential standards," analyze data, and discuss "best practices" to be used in the classroom.	August, 2009- June, 2010	Team Leaders	9,000	SI
Administration will evaluate and report data from the Intervention/Enrichment programs to CCMS Site Council, Title 1, and ELAC at the end of the 2009-10 school year. Evaluation will be based on data acquired from Galileo Benchmark Assessments, 2009 CST data, and academic grades and by surveying students, teachers, and parents.	June, 10 - August, 10	Administration	0	n/a

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

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	1598	1519	1488	365	332	319	344	320	300	163	161	169
Growth API	770	800	809	833	863	875	736	778	783	876	905	902
Base API	761	770	797	839	833	859	723	736	774	872	876	903
Target	5	5	3	A	A	A	5	5	5	A	A	A
Growth	9	30	12	-6	30	16	13	42	9	4	29	-1
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	649	649	627	376	337	338	548	614	522	135	128	121
Growth API	720	747	756	678	705	698	699	731	750	510	564	576
Base API	710	719	745	667	678	702	689	699	729	483	510	522
Target	5	5	5	7	6	5	6	5	5	16	15	14
Growth	10	28	11	11	27	-4	10	32	21	27	54	54
Met Target	Yes	Yes	Yes	Yes	Yes	No	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	875	923	898	254	249	242	173	183	169	121	130	134
Percent At or Above Proficient	54.8	60.8	60.4	69.6	75.0	75.9	50.4	57.2	56.3	74.2	80.7	79.3
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	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	273	320	303	117	127	112	225	275	246	17	31	34
Percent At or Above Proficient	42.1	49.3	48.4	31.1	37.7	33.2	41.1	44.8	47.1	12.6	24.2	28.3
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	No	Yes	Yes	Yes	No	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	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	647	747	812	193	208	224	99	131	140	112	117	129
Percent At or Above Proficient	40.5	49.2	54.6	52.9	62.7	70.2	28.8	40.9	46.8	68.7	72.7	76.3
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	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	100	100	100
Number At or Above Proficient	201	257	272	100	117	115	150	234	223	18	31	35
Percent At or Above Proficient	31.0	39.6	43.5	26.6	34.7	34.1	27.4	38.1	42.7	13.3	24.2	29.2
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	No	Yes	Yes	No	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												
2												
3												
4												
5												
6	5	9	19	33	29	51	2	4	2	4		57
7	6	11	23	43	18	33	4	7	3	6		54
8	9	16	30	55	13	24			3	5		55
9												
10												
11												
12												
Total	20	12	72	43	60	36	6	4	8	5		166

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)
Analysis of the following will be used to modify instruction and improve student achievement:

- CST Scores
- Benchmark Assessments
- Department Assessments
- CELDT

CCMS is exceeding performance goals.

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

We are using data to monitor student progress on curriculum-embedded assessments to modify instruction. Mainly through our West Ed/Galileo Benchmark Assessments which is given three times throughout the year, teachers analyze data to determine which grade-level standards their students performed poorly on. Collaboration about effective practices with peers assist in improving instruction. Grade-level departments have common planning periods in order to meet, analyze data, and discuss best-practices. In addition, teachers have the opportunity to perform "learning walks" which allows them to observe their peers and provide critical feedback. Lastly, teachers are trained in differentiated instruction in order to meet the needs of all students during class and in strategies to improve performance of English Learners. After class, there is extra-support available as well in math and English/Language Arts. 8th grade students looking to earn "make up" credit have the opportunity to meet on Saturday as well. Long-term English Learners (L-TEs) will be assigned an Advisor who will meet weekly with them to re-teach Standards and provide extra academic and personal support.

CCMS is exceeding performance goals.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
All of our teachers are considered highly qualified as defined by NCLB.

CCMS is exceeding performance goals.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Our Culver City Middle School Principal and Assistant Principal have already obtained their Tier 2, full administrative credential, while our second Assistant Principal is currently enrolled in AB430 certification program through the Los Angeles County Office of Education.

CCMS is meeting performance goal.

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

100% of Culver City Middle School faculty is fully credentialed as defined by NCLB. Our beginning

teachers are enrolled in a BTSA for two years, and all are encouraged to continue to develop professionally by attending workshops and conferences. Many are currently attending graduate school to earn additional degrees. All teachers have been trained on differentiated instruction and read Robert Marzano's "Classroom Instruction that Works." In addition, teachers are currently being trained during monthly Staff Meetings on strategies promoted by Dr. Kate Kinsella, a renowned expert on academic language acquisition to support our EL students. Lastly, teams will present effective strategies they are currently using to motivate and challenge their students.

CCMS is exceeding performance goals.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

CCMS has aligned our staff development with the premise of "building a culture of continuous improvement." We have dedicated time and energy to identifying "essential standards" and assessing students through our technology-based West Ed/Galileo program. For the past three years, teachers met to prepare in August for the upcoming school year and continue to meet and discuss during monthly Staff Meetings and grade-level Department meetings. At those meetings, data is analyzed, best-practices discussed, and interventions assigned. Monthly in-service workshops are held for teachers to learn how to best access and organize the information from the Galileo data base. Those teachers are then given the opportunity to share with their peers. This year, our focus is on supporting faculty with instructional strategies presented during monthly Staff Meetings that will improve the achievement of our English Learners.

CCMS is exceeding performance goals.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

CCMS teachers participate in monthly in-service workshops to learn how to best access and organize the information from the Galileo data base. Those teachers are then given the opportunity to share with their peers. One Assistant Principal has taken on the duties previously done by two "Teachers On Special Assignment" (TOSA) to implement the Galileo program and guide and support our faculty through this process. He is working more closely with the ELA and math department chairpersons to ensure the assessments are completed and data organized for teachers.

In addition, our English Language Development Coordinators are working closely with administration and faculty to provide resource support in order to improve the academic achievement of our EL students.

We also have a BTSA Coordinator to help advise our beginning teachers and a GATE Coordinator to teach strategies to teachers who have Gifted and Talented students in their classes.

CCMS is exceeding performance goals.

8. Teacher collaboration by grade level (EPC)

CCMS teachers appreciate the opportunity to collaborate during grade-level department, common prep-periods. At these meetings, data is analyzed and best-practices and interventions discussed. In addition, teachers are given the opportunity to perform "learning walks" to observe their peers and provide critical feedback.

CCMS is exceeding performance goals.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

CCMS teachers have spent a considerable amount of collaborative time aligning our curriculum to the California State Standards. Through our West/Ed Galileo technology program, "essential standards" were identified by analyzing past CST's and noting which standards had the most questions. Grade-level departments then constructed pacing guides and created common assessments so their curriculum would be consistent. Common prep-periods allow teachers to analyze data from classroom assessments and Galileo Benchmark Assessments to identify standards that need to be re-taught, students who need extra support, and lessons/practices that need reflection.

CCMS is exceeding performance goals.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
CCMS adheres to recommended instructional minutes for reading/language arts and mathematics. For at least 230 minutes per week, each CCMS student participates in reading/language arts and math classes, respectively. In addition, for 80 minutes per week, students engage in "Sustained Silent Reading."

CCMS is exceeding performance goals.

11. Lesson pacing schedule (EPC)
CCMS teachers collaborate each year to determine the lesson pacing guide for their grade-level subject. The initial planning takes place at Staff Development in August and continues throughout the year during common grade-level prep periods. At these meetings, teachers discuss student progress and opportunity for interventions, which may take place during the class period through differentiated instruction or after-school tutoring.

CCMS is exceeding performance goals.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
CCMS provides instructional materials appropriate to all student groups. Each student has access to textbooks while in class, and is given a textbook to take home for the year for homework and to use as a resource. We currently have four computer labs and each teacher has at least one computer in the classroom with Internet access. We have a fully staffed library with computers.

CCMS is exceeding performance goals.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)
CCMS uses, as per California Department of Education, "instructional materials that are designed for use by pupils and their teachers as a learning resource and help pupils acquire facts, skills, or opinions or develop cognitive processes. Instructional materials may be printed or nonprinted, and may include textbooks, technology-based materials, other educational materials, and tests. This includes Web-based and electronic textbooks."

Currently, our English/Language Arts uses textbooks published by Holt, Social Studies, Geometry, and math uses McDougall Littell, and Algebra and science use Prentice Hall. Our intervention program uses a combination of interactive web-based programs, drill review, and teacher-guided assignments and assessments.

CCMS is exceeding performance goals.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
CCMS students are both supported and challenged through heterogeneous class groupings school-wide. All teachers have received ongoing training in implementing differentiated instruction techniques to best meet the needs of all learners. Furthermore, we have established and are continually refining a hierarchical Response to Intervention (RTI)-based system of interventions at our school. Examples of our interventions include Sustained Silent Reading (SSR), Time Tracker student organizer, before/after school programs, proficiency courses as students' elective (Math Builders, Skill Builders), small-group tutoring, mentoring, Saturday programs, targeted parent nights, etc. We have implemented a Mandatory Intervention Program for 8th Graders, where students who receive failing grades must complete 3.0 hours a week of interventions in order to "earn back" end-of-the-year activities. All CCMS special education and English Learner students are placed in the least-restrictive environment whenever possible to ensure a challenging curriculum for all. Long-term English Learners (L-TELEs) are assigned an Advisor to re-teach Standards and to support them academically and personally. Counselors are armed with the data to place/remove students from interventions and intervention teachers are armed with the data (ATI and Galileo/West.Ed benchmark data) to remediate students in their areas of need.

CCMS is exceeding performance goals.

15. Research-based educational practices to raise student achievement at this school (NCLB)
At CCMS, it is a school-wide ambition to instruct students with the latest research-based instructional practices. Two years ago, the staff read Robert Marzano's Classroom Instruction that Works. This year, teachers are being trained on specific strategies to improve academic achievement by our English Learners through Dr. Kate Kinsella conferences and online workshops. Part of their evaluation this year will be to include goals that incorporate Kate Kinsella strategies. We pride ourselves on offering students a meaningful, standards-based curriculum that will prepare them for real life. Obviously, what we are doing is working – CCMS achieved the desired 809 score on the 2009 API and all significant subgroup scores showed tremendous gains. We are also making strides at closing the "achievement gaps" among our diverse student body.

CCMS is exceeding performance goals.

16. Opportunities for increased learning time (Title I SWP and PI requirement)
One of the major benefits of our West Ed/Galileo program is 1) Students are targeted for intervention quickly rather than having to wait for the STAR results in August; 2) Students receive practice in taking assessments similar to the STAR and receive a uniform curriculum; 3) Teachers are provided immediate feedback regarding whether their teaching strategies are reaching students. After the third benchmark, there is a one month period set aside before the STAR for teachers to re-teach the concepts that the data showed necessary. This year, afterschool intervention programs are offered in math and English/Language Arts. Students identified by teachers, through CST scores, and Galileo Benchmark Assessments will be strongly encouraged to attend. In addition, we hope to motivate students to improve on the CSTs or maintain their "advanced" status by offering our gift card raffle again this year.

CCMS is exceeding performance goals.

17. Transition from preschool to kindergarten (Title I SWP)
n/a

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
CCMS provides access to comprehensive services to foster healthy physical, social, emotional and intellectual development. For peer assistance, students can be referred to our growing Peer Mediation program. The school also continues to provide access to the Culver City Youth Health Center, which offers individual counseling and group counseling in areas relating to grief, divorce, substance abuse, etc. We have a health clinic on campus where students can be referred for medical care and family life information. We have close relationships with the Didi Hirsh Mental Health Center as well as our police department, which provides a Juvenile Diversion Program for middle school students and their parents and School Resource Officers on campus.

Students at CCMS are actively involved in the decision-making process. The main office has a friendly open door policy and a "students/parents as customers" attitude exists at the school. Suggestion boxes are located at various locations on campus. Teachers are encouraged to implement and analyze feedback surveys from students/parents to assist them in program modification. We have an active Student Council with representation from all homeroom classes. There are also student representatives to PTSA and the School Board.

CCMS is exceeding performance goals.

19. Strategies to increase parental involvement (Title I SWP)
We are always looking to enhance parent involvement at CCMS. We have launched a new web site designed to enhance effective and efficient communication with the middle school. This site includes teacher web pages that describe homework assignments and a portal through which parents can get updates on grades, attendance, and completion of assignments. We recently created a Parent Involvement Policy which was presented at a CCMS Volunteer Orientation. Parents are welcome in the classroom during the day to assist teachers in organizing their classrooms, tutoring, and copying. We have an active Site Council, PTSA, ELAC, and Booster Club. We keep our web page updated and send home regular bulletins, through mail and over the phone with our Notification message system. Multiple opportunities for parents to visit campus exist, such as Back to School Night, Open House, 8th Grade Portfolio Night, 5th

Grade Orientation, parent nights, coffee and chats with the principal, music concerts, etc.

CCMS is exceeding performance goals.

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)
The learning community at CCMS shares a vision of high expectations of academic excellence. The mission and vision statement are posted in every classroom and in the offices in an effort to further communicate our vision. Our collaborative environment drives ongoing improvement. The District strategic planning process is a part of the school culture that includes all stakeholders in the development of goals that enhance the learning opportunities for all students. The Principal acts as a facilitator in the collaborative process, which results in shared decision making. The coordination of the school involves the Principal, as the educational leader, in bringing together the Site Council, and other advisory committees: English Language Advisory Council (ELAC), Parent Teacher Student Association (PTSA), Panther Partners (formally the Booster Club), Gifted and Talented Education Advisory Council (GATE), and the Leadership Team. The twenty member leadership team consists of grade level team leaders, department chairpersons, AVID coordinator, GATE coordinator, and administrators. Working together, CST and Benchmark Data is analyzed and strategies for interventions are discussed. Effectiveness of teaching practices and programs are consistently critiqued. A culture of continuous improvement is sustained.

CCMS is exceeding performance goals.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
Categorical funds that enable underperforming students to meet standards are currently funding personnel, books, trainings, tutors, supplies, and West Ed/Galileo program. Specifically, our ELAP monies are spent on extra hours for a bilingual aide to spend in classrooms supporting our English Learners, EL support materials, and translation during parent meetings. Our School Improvement monies are used for staffing of our computer lab and the partial salary of a full-time faculty member; in addition to Team Leaders, Saturday School personnel, and Orientation support. Our Title 1 monies are used to staff supplemental math and literacy classes, our Saturday Success Academy to support our underperforming 8th graders, and faculty Advisors who will lead a team of 10-15 Long-term English Learners. In addition, Title 1 money paid for a Master Scheduling Conference and Supplementary Educational Services Fair required by "No Child Left Behind." Our "Empower Our Schools" funding will support our after school Homework Help.

CCMS is exceeding performance goals.

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.	\$96,390.00
<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): English Language Acquisition Program Empower Our Schools Donation GATE	\$17,846.04 11,475.00 6,916.00 562.68
Total amount of state categorical funds allocated to this school	\$133,189.72

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	\$188,468.42
<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	\$188,468.42

Total amount of state and federal categorical funds allocated to this school	\$321,658.14
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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 (Culver City Middle 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: December 11, 2008

Attested:

Jon Pearson
 Typed name of school principal

 Signature of school principal

 Date

Patti Augenstein
 Typed name of SSC chairperson

 Signature of SSC chairperson

 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:

I understand that education is important to me, and I am responsible for my own success.

AS A STUDENT, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

- Arriving to school on time and being prepared to do my best.
- Being responsible for my own behavior by following all school and classroom rules.
- Returning all homework completed and on time.
- Spending time at home reading and studying.
- Respecting other people and the community.

Parents Pledge:

I understand the importance of my participation in my child's educational progress.

AS A PARENT, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

- Being involved in my child's education through participation in school events.
- Listening to or reading with my child everyday.
- Providing a quiet place 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.

Staff Pledge:

I understand that education is important to every student's life.

AS A TEACHER, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

- Providing a challenging instructional program to teach all students.
- Teaching grade level skills and addressing the individual needs and strengths of all 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 students at home.

Appendix F - School Site Council Membership: Culver City Middle 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
Jon Pearson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patti Augenstein	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tayo Balogun	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Justin Sherrill	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brent Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Saira Syed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Steven Schneider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jody Reichel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Robert Haas	<input type="checkbox"/>	<input 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"/>
Jocelyn Wilson – Alternate Administrator	<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"/>
	<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

2/23/2010

9.8

9.8 Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Farragut Elementary School

Education Codes 52853 and 52855 require school plans to be annually reviewed, revised and submitted to the Board of Education for approval. Farragut 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 Farragut Elementary School.

Moved by:

Seconded by:

Vote:

The Single Plan for Student Achievement

Farragut Elementary School

School Name

19-64444-6012694

CDS Code

Date of this revision: January 4, 2010

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: Eileen Carroll
Position: Principal
Telephone Number: 310 842-4323
Address: 10820 Farragut Dr.
Culver City, CA 90230-4107
E-mail Address: eileencarroll@ccusd.org

Culver City Unified School District

School District

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

The District Governing Board approved this revision of the School Plan on February 23, 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 family and belonging is integral to our lives.
- Everyone has the right to preserve his/her dignity.
- Each person has the capacity for goodness.

SCHOOL MISSION STATEMENT

The mission of Farragut Elementary School is to provide a learning environment, which offers each child, within a caring and cooperative atmosphere, the opportunity to develop individual intellectual, physical and social abilities, and to enable him/her to become a productive and responsible member of the community.

Inherent in this mission is the belief that all students, regardless of individual differences, can learn; that schools make a difference, and that teacher and parents who are committed to this belief provide for the most successful learning experiences.

- We believe that all students should be engaged in meaningful educational activities.
- We are committed to promoting a calm, nurturing, safe school-wide learning environment.
- We believe that reading is critical to learning in all other subjects and is the foundation for lifelong education.
- Our educational program strives to be balanced and adheres to the California State Standards and Frameworks.
- We believe that parental involvement and support in a child's life is essential for each individual's success.
- We value a community where all people are responsible for themselves and respectful of each other.
- We believe that a team achieves greatness.
- We value hard work, self-reflection, and personal growth.

III. School Profile

Farragut Elementary is more than just an outstanding school. It is a community, with a passion and joy for learning. At Farragut, teachers take pride in their efforts, parental involvement is strong, and students know they are expected to do their best in academics and citizenship. Farragut is more than an institution. It is a community for learning in which all feel a part of the family. We are proud of our tradition of excellence and proven success.

The staff, faculty and administration of Farragut School are dedicated to providing a high quality and challenging elementary program to its students. The staff, families, and community have demonstrated significant support and confidence in our school. The values and traditions that we share include appreciation of knowledge and thinking skills, the importance of literacy and empowered learners, collegiality and team work, responsible citizenship and the importance of the role of the family in child growth and development. We are proud of our many achievements and of the high quality educational program offered at Farragut. Our instructional program supports problem solving, critical thinking, and understanding of our individual differences through cooperative learning, individualized instruction, team-teaching, peer/cross-age tutoring. We value the Arts and Technology and have made them an integral part of our students' daily life. Development of values and attitudes to promote positive self-esteem, along with the acceptance and understanding of others, continues to be part of the total educational program.

Farragut was opened 60 years ago as a small neighborhood school and today serves nearly 500 students from diverse ethnic and economic backgrounds. Our school focus is as an Arts and Technology Campus. We have a strong visual arts program with a curriculum which follows the VAPA standards for grades K-5th. Our Art Room is staffed by an art specialist who is a credentialed teacher. Our music program consists of music appreciation classes for all students. In addition, fourth and fifth graders may choose to take band or orchestra classes each week and all third graders are mandated to take recorder class. We have two Bell Choirs - advanced and beginning - which are available as free before school classes to students in grades 3-5 and a school choir which is available to all students in grades 1-5. Our state of the art computer lab serves all students and is staffed by two aides. The lab was funded by parent donations and through grants. In addition to the lab, we also have computers in every classroom. Students learn keyboarding skills, word processing, use the Internet for research projects, take benchmark assessments on line, and practice academic skills using a variety of computer programs. Several field trips are arranged annually for each grade level and are funded by PTA. In addition, assemblies are also funded and arranged for by PTA. We have an extensive, moderately priced after school enrichment program available to all students. Tuition assistance is available if needed. The class offerings vary throughout the year; however, classes in the fields of science, the arts, sports, computers and chess are regularly available. Our Student Council meets twice a month and is the guiding force in organizing our Community Service Projects. Our Buddy Reading Program pairs Kindergarten and Fifth Graders and Second and Fourth Graders in a shared reading program. The students develop friendships across grade levels and older students mentor younger ones. Finally, our School Families Program is another example of cross-age mentoring and relationship building. Based on the Six Pillars of Character Program, students ranging from Kindergarten - Fifth Grade meet with their adult leader each month to discuss various topics, share ideas, do activities, or perform school service based on the trait of the month.

Our highly professional and caring staff works diligently to provide a positive learning environment that addresses the unique talents and strengths of all students. We are committed to building lifelong learners by providing a school atmosphere where:

- Children feel a strong sense of emotional security and know that they are valued and special, that their ideas matter and are important.
- All children are supported and encouraged in their academic, social and emotional growth.
- Children feel a strong sense of community where students, parents, teachers, administrators and support staff work together as partners in the educational process.
- Students, parents and staff members all share a true sense of caring and trust, resulting in high morale and strong school spirit.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

In 2008-2009 Farragut's API score was 858 which was an increase over the 2007-2008 API score of 842. Our base API was 838 with a growth increase of 20 points over the previous year. In addition, Farragut met all of their growth targets for API which includes all significant subgroups.

Farragut Elementary successfully met all of the federal accountability targets both overall and for every significant subgroups. The federal accountability is the Adequate Yearly Progress or often referred to as the AYP.

In an effort to ensure continued improvement, the faculty with the guidance of the principal, are examining benchmark assessment data to determine areas of strength and weakness in student achievement. This performance data is an accurate predictor of success on the CST's which occur in late spring. During data analysis, the staff looks at how students are progressing on grade level standards in language arts and math and then reteaching whole class or providing intervention for small flexible groups based on data collected from our benchmark assessments. Teachers share best practices in order to better deliver instruction to their students. Both previewing material and reviewing (reteaching) it, allow students who are struggling to have multiple opportunities to grasp the new information and to practice newly emerging skills. By using technology in combination with more basic methods, students are improving their skills. With the help of Dr. Dennis Fox, administrators and teachers are learning to improve and update their skill set with regard to using data to drive and improve instruction.

B. Surveys

Informal surveys indicate that most parents are satisfied with the overall academic success of Farragut students. The areas in which parents would like to see improvement include: more supplemental resources for Social Studies and Science, more emphasis on developing aerobic activity in Physical Education, continued and improved emphasis on technology, and a stronger intervention program for students not yet attaining Advanced or Proficient status in the core curricular areas.

In the area of English Language Arts and Writing, teachers are aware that, in particular, our third grade reading comprehension and literary analysis areas of the English Language Arts curriculum need strengthening. The faculty has identified a lack of reading strategies and a lack of sufficient academic vocabulary and fluency as possible underlying causes of low achievement among all students, particularly English Learners. During reading instruction emphasis will be placed on explicitly teaching comprehension skills and providing students that are not at grade level with fluency practice. Emphasis will be placed on incorporating academic vocabulary into each lesson.

In the area of mathematics, the following underlying causes of low performance are evident: A lack of exposure to and practice with problem solving materials, lack of familiarity with math vocabulary, difficulty adhering to the district's pacing plan, lack of fluency with math facts in addition, subtraction, multiplication and division. This year we have implemented a new math curriculum and teachers were provided training during professional development days in August. This new math curriculum focuses on conceptual understanding, effective lesson design, problem solving and math vocabulary. The new math curriculum will provide teachers with the instructional materials needed to address the areas of concern presented above. Parents will be encouraged to support their children with memorization of math facts needed for confidence and success in math.

Teachers are encouraged to use technology as an instructional tool that provides visual support to all lessons and motivates students. All fourth and fifth grade classrooms will receive an LCD player and document camera that will allow them to enrich their daily lessons through the use of these technology tools. The Fan Club has provided funds to purchase SuccessMaker software. SuccessMaker provides both practice opportunities and instruction in reading/language arts and mathematics that is aligned to the California grade level content standards for K-8. This software will be used for both intervention and enrichment. SuccessMaker automatically adjusts the difficulty level of exercises presented based on demonstrated mastery of related pre-requisite skills.

It is an important parent and staff priority to have all the Arts represented at Farragut. Visual Arts has been an established part of the curriculum for several years. In 2007-2008 we added music appreciation classes for kindergarten, first and second grades. In 2008-2009 we added music appreciation classes for all grades. These programs are paid for with district funds, grants, and parent generated funds. We are continuing with drama and dance in some grades and in our after school enrichment program. We also have approximately four performing arts assemblies annually which are funded by PTA and grant money. Our associations with the

Music Center, Playa Vista, and the Los Angeles Opera benefit all students at Farragut Elementary.

C. Classroom Observations

In 2007-2008 our API score was 842. Our 2008-2009 API score was 858. This was an increase of 20 API points. We met all API targets for all significant subgroups. Farragut met all of the AYP targets for all significant subgroups. The AYP targets continue to raise each year by approximately 10%. In order to successfully meet the increasing AYP targets we must ensure continual improvement in student achievement.

In an effort to improve the scores of all student groups, the faculty, under the guidance of the principal, is examining benchmark assessment data to determine areas of strength and weakness in student achievement. This performance data is an accurate predictor of success on the CST's which occur in late spring. As we collaborate, we plan interventions both by grade level and within individual classrooms. Teachers share best practices in order to better deliver instruction to their students. Both previewing material and reviewing (reteaching) it, allow students who are struggling to have multiple opportunities to grasp the new information and to practice newly emerging skills. By using technology in combination with more basic methods, students are improving their skills. Since students have begun to take benchmark assessments on line, teachers have begun teaching test taking skills. With the help of Dr. Dennis Fox, administrators and teachers are learning to improve and update their skill set with regard to using data to drive and improve instruction.

D. Student Work and School Documents

2007-2008 was the first year of implementation of the Galileo Benchmark Assessments for first through fifth grades. Our teachers and administrator worked diligently to support students taking their assessments on line. Faculty is working collaboratively to develop proficiency at gathering and using the data to inform and improve instruction. Teachers are becoming more familiar and comfortable with Galileo. They are able to use the information available to them more successfully to reteach and enrich their students in the core areas of English language arts and mathematics. We are continuing to improve and strengthen their skills through professional development and the implementation of data analysis days. Our professional development focuses on research-based practices. Allowing more time for grade level planning and dialoguing is a proven technique for improving instruction and sharing best practices. Teachers collaborate to establish effective interventions within the school day and in a before and after- school setting.

At Farragut Elementary School, each teacher has 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 the arts across the curriculum throughout the grade levels. The maintenance of a safe and secure learning environment is of paramount importance. To that end, we support a progressive school-wide discipline plan which focuses on "catching students being good". We offer positive incentives such as "Good Deed" slips and Student of the Month Awards. Clear and consistent behavior-based rewards and consequences help children understand what is expected. Excellent citizenship is a school wide expectation. Character development is taught through the district's Pillars of Good Character Program, the Drug/Violence Prevention Program, monthly school wide assemblies, and classroom recognition. School Families are made up of an adult sponsor and approximately 15 - 22 students from Kindergarten through fifth grade. This program, more than any other, introduces students to cross age peers and fosters the establishment and growth of relationships that otherwise might not exist as we build community throughout the school. Our Student Council sponsors and supports several community service projects including Family Place and Upward Bound House. Our students learn through doing for others.

We take advantage of and enjoy the diversity of resources in our community by encouraging parent and community participation with our volunteer opportunities and business and community partnerships. Service organizations, such as Lions Club, provide vision screening to students. Dental screening offered annually by community dentists. Career Day is a special time for parents and community members to teach children about the variety of careers and professions which are available to them.

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

The following State and local assessments are used 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, vocabulary and spelling

Fluency assessments

District developed math assessments

Teacher designed assessments

Johnston Spelling Inventory

Basic Phonics Skills Test (BPST)

Phonemic Awareness Assessments such as segmenting, oral comprehension (K. and 1st Gr.)

Teachers use Galileo Benchmark Assessment Data to drive instruction and to design intervention. Grade level teams examine data from Developmental 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.

During data analysis days and grade level meetings, teachers collaborate to identify and evaluate the needs of their students based on interim and benchmark assessments. They use this data to design immediate intervention and enrichment lessons for individual students within small groups across each grade level.

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). The teachers who staff our Resource Specialist Program provide continuous support and suggestions to teachers to help students who are struggling in various areas of the curriculum.

The physical education program provides 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 meet to collaborate on curricular areas, to examine data, and to plan unit lessons including intervention and enrichment. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate. Teachers throughout Culver City are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning deficiencies and identify areas for enrichment. The benchmark assessments we use is called Galileo and it provides teachers with data that is used to drive instruction. Grade level teams regularly meet to collaborate and plan this instruction. 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.

All teachers across all grade levels adhere to the California Content Standards. All instructional materials are standards based, and in social studies and science, the materials are from the most recent State adoptions. Essential standards have been identified and are being taught across the grade levels. 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 instruction and to determine intervention and enrichment opportunities to meet the needs of our students.

V. Description of Barriers and Related School Goals

GOAL #1: WRITING

Kindergarten - Grade 1: Students will meet or exceed the minimum writing benchmark each year.
Grades 2-5: All students including all significant sub-groups will meet or exceed the minimum benchmark for the writing strategies portion of the CST.

BARRIERS: Farragut Elementary School has very limited categorical funding. This impacts our ability to provide professional development in the area of writing.

GOAL #2: MATHEMATICS

The percentage of students scoring at proficient or advanced in mathematics will increase from 66% to 70% by the end of the 2009-2010 school year as measured by the California Standards Test (CST).

BARRIERS: A new mathematics curriculum was implemented this school year and teachers lack familiarity with the curriculum. Professional development training was provided by the publisher and teachers are working collaboratively to share best practices.

GOAL #3: ENGLISH LANGUAGE ARTS

The percentage of students scoring at the proficient or advanced level in English Language Arts will increase from 64% to 70% by the end of the 2009-2010 school year as measured by the California Standards Test (CST).

BARRIERS: Farragut Elementary School staff has very limited professional development in the use of Open Court. Training will be provided in January for all staff. The principal will be available to provide modeled lessons in Open Court as needed. Currently there is a lack of effective interventions to support students not at proficiency in ELA. Implementation of SuccessMaker software will be available to provide students with both practice opportunities and instruction in ELA that is aligned to the California grade level content standards for K-8.

GOAL #4: SCIENCE

The percentage of students scoring at the proficient or advanced level in science will increase from 55% to 60% by the end of the 2009-2010 school year as measured by the California Standards Test (CST).

BARRIERS: Farragut Elementary School staff has had very limited professional development in the area of science.

GOALS #5: ARTS EDUCATION

All students in grades kindergarten through fifth have access to and gain knowledge from the arts. Kindergarten through fifth Grade focus is on visual arts and music. Additional Arts experiences are available to all students through the after school enrichment program offered three times per year for grades K-5th.

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) Writing Proficiency Kindergarten - Grade 1: Students will meet or exceed the minimum writing benchmark each year. Grades 2-5: All students within statistically significant sub-groups will meet or exceed the minimum benchmark for the writing strategies portion of the CST.	
Student groups and grade levels to participate in this goal: Students in grade K-5 (significant focus on socio-economically disadvantaged and English Learner populations).	Anticipated annual performance growth for each group: Kindergarten - Grade 1: 95% of all students will meet the minimum writing benchmark each year. 75% will exceed the benchmark for writing. Grades 2-5: Students will answer 67% of questions correctly in the writing strategies portion of the CST by 2007-08 with an increase of 3% each year thereafter. English Learner (EL) students in grades 2-5 will answer 55% of questions correctly in the "Writing Strategies" portion of the CST by 2007/08 with an increase of 3% each year thereafter. Socioeconomically disadvantaged students in grades 2-5 will answer 55% of questions correctly in the "Writing Strategies" portion of the CST by 2007/08 with an increase of 3% each year thereafter.
Means of evaluating progress toward this goal: CST 4th Grade STAR Writing results grade level writing prompts Writing response (OCR)	Group data to be collected to measure academic gains: CST 4th Grade STAR Writing results grade level writing prompts Writing response (OCR)

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
Teachers will become familiar with the district assessments and rubrics. • Provide staff development to improve student achievement • Purchase instructional materials. • School wide monthly writing samples • After school tutorials • Parent education writing seminar • Computer lab programs	ongoing			
Students will work with instructional aides in small groups to improve writing. • Provide kindergarten students with assistance from an instructional aide to work with small groups of students not yet proficient.	September to June	Instructional Aides \$36,601.38		SI
Develop home to school communication regarding grade level expectations and grade level standards for writing • Parent Education Nights on writing genres and rubrics	September to June	N/A		N/A
Kindergarten teachers will be trained in modeled and interactive writing by the principal using the Teacher Resource Library of CD's from SRA.	January to March			
A fifth grade teacher is piloting "Being a Writer". All grade levels	2010 school			grant

will be trained and will begin implementation of this effective writing program.	year			
Staff meetings will focus on calibration of student writing samples.	February through March			
All first through fifth grade teachers will be trained in writing using the CD's from SRA Teacher Resource Library.	February through March			

- (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) Mathematics Proficiency</p> <p>The percentage of students scoring at proficient or advanced in mathematics will increase from 66 % to 70 % by the end of the 2009-2010 school year as measured by the California Standards Test (CST).</p>	
<p>Student groups and grade levels to participate in this goal: Students in grade K-5 (significant focus on socio-economically disadvantaged and English Learner populations).</p>	<p>Anticipated annual performance growth for each group: Kindergarten - Grade 1: 95% of students will meet or exceed the district mathematics benchmark each year. 85% of SED and EL students will meet or exceed the district benchmark for mathematics each year</p> <p>Grades 2-5: 70% of students will meet proficiency on the mathematics portion of the CST by 2009-2010 with an increase of 2% each year thereafter.</p> <p>English Learner (EL): 55 % of EL students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2007-08 with an increase of 5 % each year thereafter.</p> <p>Socio-economically disadvantaged: 55 % of students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2007-08 with an increase of 5% each year thereafter.</p>
<p>Means of evaluating progress toward this goal: CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework</p>	<p>Group data to be collected to measure academic gains: CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework</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
Students performing below grade level standards will receive small group help <ul style="list-style-type: none"> • Purchase instructional materials. • Provide Staff Development to improve student achievement • After school tutorial • Computer lab programs • Parent education night • Teachers focus on essential standards • Kinesthetic activities involving math standards • Grade level release time to help teachers with pacing • Implementation of newly adopted mathematics curriculum 	Ongoing	Instructional Aides \$36,601.38 Maintenance Agreements/equipment \$9,000.		SI
Teachers will focus on key academic standards <ul style="list-style-type: none"> • Provide Staff Development to improve student achievement • Purchase instructional materials. • School wide monthly grade level/cross grade level meetings • After school tutorials • Computer lab programs • Math pacing guides 	Ongoing	Before & after school tutoring – teachers – extra duty \$9,000.		AB1802
Students working just below grade level (basic category) will be offered tutoring <ul style="list-style-type: none"> • Provide after school tutoring to students just below grade level using SuccessMaker software 	January through March			FAN club
Students requiring early intervention in kindergarten will receive additional assistance through the help of an instructional aide in a small group setting.	Ongoing	Instructional Aides \$36,601.38.		SI

<p>All students will improve in math facts</p> <ul style="list-style-type: none"> • Teachers will implement daily math drills and opportunities to learn math facts with automaticity. Parents will be encouraged to support math fact mastery at home. 	Ongoing			SI
<p>Students in grades 4 & 5 will receive additional supplementary skill based & individualized lessons through Accelerated Math and SuccessMaker software.</p> <ul style="list-style-type: none"> -- Staff development as provided by Pearson Learning company. • Software purchase of SuccessMaker software • Parent education 	Ongoing			FAN Club
<p>Teachers in grades 1-5 will be involved in data analysis days with the principal. Using reports from Galileo the teachers and principal will identify math standards that need to be retaught to support students in reaching proficiency. Teachers will identify what standards in math need to be re-taught in flexible groups. Staff and principal will monitor how our "targeted" students are progressing in math to ensure they reach proficiency.</p>	January and March			Unit budget

- (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) English Language Arts Proficiency

The percentage of students scoring at the proficient or advanced level in English Language Arts will increase from 64 % to 70 % by the end of the 2009-2010 school year as measured by the California Standards Test (CST).

<p>Student groups and grade levels to participate in this goal: Students in grades K - 5 (significant focus on socio-economically disadvantaged and English Learner populations).</p>	<p>Anticipated annual performance growth for each group: Kindergarten - Grade 1: 90% of students will meet or exceed the district benchmarks for English Language Arts each year. 75% of SED and EL students will meet or exceed the district benchmarks for English Language Arts each year. Grades 2 - 5: 65% of students will meet proficiency on the English Language Arts portion of the CST by 2007-08 with an increase of 3% each year thereafter. English Learner (EL): 55 % of EL students in grades 2-5 will meet proficiency on the English Language Arts portion of the CST by 2007-08 with an increase of 2% each year thereafter. Socio-economically disadvantaged: 55 % of EL students in grades 2-5 will meet proficiency on the English Language Arts portion of the CST by 2007-08 with an increase of 2% each year thereafter.</p>
<p>Means of evaluating progress toward this goal: CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework</p>	<p>Group data to be collected to measure academic gains: CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework</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
<p>Students performing at below grade level standards will receive assistance in small groups</p> <ul style="list-style-type: none"> • Provide kindergarten students with an instructional aide to work with small groups of students not yet proficient. • Purchase instructional materials. • Provide Staff Development together and use data to improve instruction and improve student achievement • After school tutorial • Use the computer lab and classroom program • Enforce Essential Agreement and Board Policy in regards to home reading 	September to June	Instructional aides \$36,601.38		SI
<p>Students working at basic level (just below grade level) will be offered tutoring before and after school to enhance reading comprehension skills</p> <ul style="list-style-type: none"> • Provide after school tutoring to students just below grade level. 	January through March	Before & after school tutoring - teachers extra duty \$9,000.		AB1802
<p>Develop home-to-school communication regarding grade level expectations and standards</p> <ul style="list-style-type: none"> • Parent workshops and written guidelines (by grade level) 	September to June	N/A		N/A

• Provide staff development on standards based instruction and data gathering and use through Galileo Benchmark Assessments				
Teachers will participate in professional development opportunities provided by the District. • Teachers will attend professional development. • Teachers will meet with their grade level teams to collaborate around best practices and data analysis.	September to June	Professional development in Open Court provided by the District, January 29th		SI
Principal will model lessons in Open Court as needed to support teachers in more effectively implementing Open Court Reading Program.	on-going throughout the year.			

- (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) Science Proficiency - The percentage of students scoring at the proficient or advanced level in science will increase from 55 % to 60 % by the end of the 2009-2010 school year as measured by the California Standards Test (CST).	
Student groups and grade levels to participate in this goal: Grade 5	Anticipated annual performance growth for each group: 42% of all 5th graders will perform at Proficient or Advanced Levels on the Science portion of the California Standards Test, increasing by 5% each year thereafter. 40% of 5th grade English Learners (EL) will score at the Basic Level and 10% at the Proficient or Advanced Levels.
Means of evaluating progress toward this goal: CST Classwork Chapter and unit tests Teacher made quizzes	Group data to be collected to measure academic gains: CST Classwork Chapter and unit tests Teacher made quizzes

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				SI
Purchase supplemental instructional materials	ongoing			
Enhance and expand library books and resources to support the curriculum	ongoing			Book Fair funds
School wide Science Fair	Annually - Spring			PTA
Fifth grade teachers will use the test release items in science from previous CST to reinforce the standards tested on the CST.	February through April			

(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) Arts Education	
<p>All students in grades kindergarten through fifth have access to and gain knowledge from the arts as a core curricular area. Kindergarten through fifth grade fine arts curriculum focuses on visual arts and music. Additional arts experiences are available to all students through the after school enrichment program offered in three sessions per year for grades K-5th.</p>	
Student groups and grade levels to participate in this goal: Students in kindergarten through grade 5	Anticipated annual performance growth for each group: All students in grades kindergarten through fifth have access to and gain knowledge from the arts as a core curricular area. Kindergarten through Fifth Grade focus on visual arts and music. Additional arts experiences are available to all students through the after school enrichment program offered three times per year for grades K-5th.
Means of evaluating progress toward this goal: Visual Arts: Work samples, both practice work and completed projects in student portfolios and student art exhibit Participation and effort evident to teachers in music and art classes. Ability to use skills learned to perform before an audience of peers and/or others	Group data to be collected to measure academic gains: Visual Arts: Work samples, both practice work and completed projects in student portfolios and student art exhibit Participation and effort evident to teachers in Music classes, Dance, and Drama Ability to use skills learned to perform before an audience of peers and/or others

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
Visual Arts teacher will provide instruction in Arts education. Classroom teachers will support and supplement her efforts • Curriculum development, mapping, planning • District provided Professional Development • Parent education • Arts committee members • Team teaching/planning • Staff expertise to train others • Staff sharing • Use technology to support arts education	Ongoing	Supplemental curricular materials Arts materials and supplies		Unit budget/Booster Club funding
The Farragut staff will serve as the body by which arts education is overseen, curriculum planning is ongoing, and the program updated/evaluated. • Planning • Arts committee members • Parent education • Form and maintain business partnerships • Ongoing oversight, planning, & evaluation	Ongoing	Supplemental curricular materials Arts materials and supplies		Unit budget/Booster Club funding
Teachers will participate in staff development. • Team teach • Staff expertise to train others	Ongoing	District run in-services and conferences		N/A

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

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

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

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	307	331	324	107	104	106	56	49	44	30	52	48
Growth API	860	842	858	906	879	897	822				907	
Base API	816	858	838	860	902	874	778	822				901
Target	A	A	A	A	A	A	5					
Growth	44	-16	20	46	-23	23	44					
Met Target	Yes	Yes	Yes	Yes	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	92	98	100	62	66	60	88	93	72	17	21	31
Growth API	799	774	792	798			784	757	785			
Base API	750	796	774		798		731	781	755			
Target	5	4	5				5	5	5			
Growth	49	-22	18				53	-24	30			
Met Target	Yes	No	Yes				Yes	No	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	99	100	100	100	100	100	100
Number At or Above Proficient	201	200	220	84	71	80	33	29	30	27	37	37
Percent At or Above Proficient	65.5	60.4	67.9	78.5	68.3	75.5	58.9	59.2	68.2	90.0	71.2	77.1
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	100	100	100
Number At or Above Proficient	41	45	54	33	34	26	38	39	36	2	10	10
Percent At or Above Proficient	44.6	45.9	54.0	53.2	51.5	43.3	43.2	41.9	50.0	11.1	47.6	32.3
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	100	100	100	99	99	100	100	100	100	100	100
Number At or Above Proficient	207	216	230	80	76	87	35	29	29	28	42	39
Percent At or Above Proficient	67.4	65.5	71.0	74.8	73.8	82.1	62.5	59.2	65.9	93.3	80.8	81.3
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	-

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	100	100	100
Number At or Above Proficient	45	47	54	31	37	31	45	41	38	6	8	13
Percent At or Above Proficient	48.9	48.0	54.0	50.0	56.1	51.7	51.1	44.1	52.8	33.3	38.1	41.9
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	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							*****	***				2
1	2	18	5	45	3	27	1	9				11
2	2	13	9	56	4	25	1	6				16
3	1	7	2	14	5	36	4	29	2	14		14
4			2	29	4	57			1	14		7
5			5	56	4	44						9
6												
7												
8												
9												
10												
11												
12												
Total	5	8	23	39	20	34	8	14	3	5		59

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 following State and local assessments are used 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
District developed Math assessments (K-5th)
Teacher designed assessments (K-5th)
Johnston Spelling Inventory
Basic Phonics Skills Test (BPST)
Phonemic Awareness Assessments such as segmenting, oral comprehension (K. and 1st Gr.)

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
Teachers use Galileo Benchmark Assessment Data to drive instruction and design intervention. Grade level teams examine data from 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.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
60% of the classified staff at Farragut Elementary School is considered highly qualified according to NCLB requirements. However, all staff does not need to be highly qualified as we are not a Title 1 school.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
Principal has completed the necessary requirements of AB75/AB430 training as of August 2008.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
All faculty at Farragut Elementary School have met the requirements necessary and are 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 Farragut Elementary School is as follows:
1st Wednesday: Faculty Meetings
2nd Wednesday: Grade Level Meeting/Professional Development
3rd Wednesday: Project T.I.E. - technology training

4th Wednesday: Professional Development

During these grade level meetings teachers collaborate to identify and evaluate the needs of their students based on interim and benchmark assessments. They use this data to design immediate intervention and enrichment 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)
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). The teachers who staff our Resource Specialist Program 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 Farragut 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 meet to collaborate on curricular areas, to examine data, and to plan unit lessons including 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 across all grade levels at Farragut 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. 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 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 pacing plans provide guidance and structure for delivering instruction in the essential 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.

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 Farragut Elementary School have available and use the following SBE-adopted and standards-aligned materials:
Open Court Reading 2002, including English Language Support Guide, Intervention Guide
McGraw-Hill Mathematics, including re-teach 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. Peer tutoring, in the form of Buddy Reading, is arranged between Kindergarten and Fifth Grade classes and between Second and Fourth Grade classes. We 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. They read with students, drill and practice math facts, and generally help with follow up activities which support previous classroom instruction.

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 interventions which will address students' learning deficiencies and identify areas for enrichment. The program we use is called Galileo and it provides periodic benchmark assessments which are used to drive instruction. Grade level teams regularly meet to collaborate and plan this instruction. 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.

16. Opportunities for increased learning time (Title I SWP and PI requirement)
At Farragut Elementary School, opportunities for increased learning time are funded with School Improvement monies. The program we have in place is our before and after school intervention previously described.
17. Transition from preschool to kindergarten (Title I SWP)
This section is not applicable as we are not a Title 1 school.

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 Farragut Elementary School:
Bell Choir (advanced and beginners)
Los Angeles Opera Company - 4th graders
Music Center Assemblies
Social skills group "Circle of Friends" for 3rd graders
Enrichment program/ Arts Technology/ Sports
Art instruction per individual class with an art teacher
Chess Test Tutors
School Families
Family Math and Science Night K-1st graders "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
School wide Science Fair
Culver City Historical Society interpreters presenting local history to 4th graders
First Grade Square Dancing
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
 - Farragut Fan Club
 - Parent Student Handbook
 - School website
 - Volunteer opportunities in classrooms, on field trips, and at school wide extra-curricular activities

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
Discretionary Block Grant Funds AB 1802: Books, Instructional Supplies
ELAP: After School Tutoring Program, conferences and salaries for substitute teachers

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.	\$53,031.78
<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	\$17,022.78 1,713.79
Total amount of state categorical funds allocated to this school	\$71,768.35

Federal Programs under No Child Left Behind (NCLB)	Allocation
[] Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
[] Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
[] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
[] Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
[] 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	\$
[] Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
[] Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
[] 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	\$
[] Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
[] Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
[] Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
[] Other Federal Funds (list and describe) ⁽⁴²⁾	\$
Total amount of federal categorical funds allocated to this school	\$N/A

Total amount of state and federal categorical funds allocated to this school	\$71,768.35
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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 (Farragut 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 5, 2010

Attested:

<u>Eileen Carroll</u> Typed name of school principal	_____ Signature of school principal	_____ Date
<u>Melissa Lane</u> Typed name of SSC chairperson	_____ Signature of SSC chairperson	_____ Date



Culver City Unified School District

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

FARRAGUT ELEMENTARY SCHOOL

10820 Farragut Drive • Culver City, CA 90230 • Telephone (310) 842-4323
Eileen Carroll, Principal eileencarroll@ccusd.org

In compliance with California Education Code 32281 and 32286, Farragut Elementary School has adopted the following comprehensive School Safety Plan.

Farragut School Site Council reviewed this plan on January 5, 2010 and approved this plan on January 5, 2010.

School Site Council Signatures:

Nancy DeLelie
Jodie L. Wilson
Michaela Jones
Annabel
Daniel
Ullrich

Melissa Jones

In compliance with California Education Code 32281 and 32286, the status of this safety plan will be reported on the School Accountability Report card by July 1, 2008.

In compliance with California Education Code 32281 and 32286, a representative of law enforcement had an opportunity to review this school plan.

OFFICER MICHAEL VANHOOK
Law Enforcement Representative

Culver City Police Department
Agency

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:

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

Parents 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:

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: Farragut 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
Eileen Carroll	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nancy DeFelice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alicia Jackson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristian Knight	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lynn Eborá	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ann Easley Bishop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mark Brush	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Melissa Lane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jodie Wilson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dina Wahlert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jessica Conner	<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"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Numbers of members of each category	1	5	0	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

2/23/2010

9.9

9.9 Approval is Recommended for Culver City High School Students to Attend a Field Trip to Sacramento, California, March 9-11, 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 approximately three students to attend the annual PTSA Sacramento Safari Field Trip in Sacramento, California. Students will be chaperoned by CCHS teacher Lucas Plotnik. All costs related to the field trip will be paid by District 33 PTA. Students will miss three days of school on March 9-11, 2010.

RECOMMENDED MOTION: That the Board approves Culver City High School Students to Attend a Field Trip to Sacramento, California, March 9-11, 2010.

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/23/2010

9.10

9.10 Approval is Recommended for El Marino Teachers to Visit Out of State Schools in Eugene and Portland, Oregon, March 30-April 2, 2010

Board Policy 4133 states that all out-of-state travel must have Board approval. Four El Marino teachers request approval to visit Japanese Immersion Schools in Eugene and Portland, Oregon. Attendance at this conference will be funded by the Foreign Language Assistance Program (FLAP) Grant. This trip is during Spring Break.

RECOMMENDED MOTION: That the Board approves El Marino Teachers to Visit Out of State Schools in Eugene and Portland, Oregon, March 30-April 2, 2010.

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/23/10

9.11

9.11 Enrollment Report

The attached report displays enrollment information for the fifth month of the 2009-2010 school year. The report is presented in two formats: a monthly detail and a summary comparison.

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

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

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District accept the Enrollment Report for the fifth month of the 2009-2010 school year as presented.

Moved by:

Seconded by:

Vote:

Culver City Unified School District
Enrollment for the 5th School Month (12/14/09 - 1/15/10)
2009 - 2010

ELEMENTARY	El Marino	El Rincon	Farragut	La Ballona	Linwood Howe	Ind. Study	Total
K	132	89	89	109	88	0	507
1	131	81	88	88	79	0	467
2	120	84	72	76	73	0	425
3	118	87	81	58	80	1	425
4	119	73	86	86	76	0	440
5	114	82	87	88	73	1	445
Spec Class	0	0	5	0	38	0	43
Elementary Total	734	496	508	505	507	2	2752

SECONDARY	Middle School	High School	Culver Park	Ind. Study	Total
6	510			0	510
7	506			0	506
8	513			0	513
9		606	0	1	607
10		612	2	7	621
11		529	37	9	575
12		490	41	26	557
Spec Class	28	43	0	0	71
Secondary Total	1557	2280	80	43	3960

Total K-12 Enrollment	6712
------------------------------	-------------

PRESCHOOL

Linwood Howe	El Marino	El Rincon	Farragut	La Ballona	CEE	Total
56	17	39	8	90	98	308

ADULT SCHOOL

Adult Basic Education	ESL	Citizenship	Adults with Disabilities	Voc. Education	Older Adults Prog	High School Subjects	Total
62	338	6	19	56	230	112	823

Notes:

1. These enrollment figures represent the total number of sections. A single student may be enrolled in multiple sections.
2. Of the 112 students enrolled in high school subjects, 38 concurrently attend high school.

Culver City Unified School District
Enrollment Comparison
08-09 vs 09-10

ELEMENTARY	1st		2nd		3rd		4th		5th	
	School Month		School Month		School Month		School Month		School Month	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
El Marino	707	734	707	733	707	735	705	736	708	734
El Rincon	486	500	489	501	488	501	487	499	486	496
Farragut	490	503	491	504	490	506	490	505	493	508
La Ballona	498	514	500	507	499	505	491	508	487	505
Linwood Howe	486	510	490	506	489	507	487	511	488	507
Ind. Study	2	2	2	2	2	2	2	2	2	2
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl
Elementary Total	2669	2763	2679	2753	2675	2756	2662	2761	2664	2752

SECONDARY	1st		2nd		3rd		4th		5th	
	School Month		School Month		School Month		School Month		School Month	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
Middle School	1526	1568	1531	1564	1530	1558	1525	1555	1525	1557
High School	2310	2322	2302	2318	2290	2296	2297	2277	2273	2280
Culver Park	76	65	75	64	74	67	75	78	72	80
Ind. Study	48	43	51	44	59	44	59	44	58	43
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl
Secondary Total	3960	3998	3959	3990	3953	3965	3956	3954	3928	3960

K-12 Total	6629	6761	6638	6743	6628	6721	6618	6715	6592	6712
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12.1 Actuarial Study of Retiree Health Liability

Education Code Sections 42140 and 17566(e) specify actuarial reporting requirements for school districts with self-funded Health and Welfare Benefit programs. Mr. Geoffrey Kischuk of Total Compensation Systems, Inc., has prepared, and will be presenting, the attached Actuarial Study of Retiree Health Liabilities for Culver City Unified School District.

Total Compensation Systems, Inc.

**Culver City Unified School District
Actuarial Study of
Retiree Health Liabilities
As of May 1, 2009**

*Prepared by:
Total Compensation Systems, Inc.*

Date: February 16, 2010

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Total Compensation Systems, Inc.

Culver City Unified School District Actuarial Study of Retiree Health Liabilities

PART I: EXECUTIVE SUMMARY

A. Introduction

Culver City Unified School District engaged Total Compensation Systems, Inc. (TCS) to analyze liabilities associated with its current retiree health program as of May 1, 2009 (the valuation date). The numbers in this report are based on the assumption that they will first be used to determine accounting entries for the fiscal year ending June 30, 2009. If the report will first be used for a different fiscal year, the numbers will need to be adjusted accordingly.

This report does not reflect any cash benefits paid unless the retiree is required to provide proof that the cash benefits are used to reimburse the retiree's cost of health benefits. Costs and liabilities attributable to cash benefits paid to retirees are reportable under Governmental Accounting Standards Board (GASB) Standards 25 and 27.

This actuarial study is intended to serve the following purposes:

- » To provide information to enable Culver City USD to manage the costs and liabilities associated with its retiree health benefits.
- » To provide information to enable Culver City USD to communicate the financial implications of retiree health benefits to internal financial staff, the Board, employee groups and other affected parties.
- » To provide information needed to comply with Governmental Accounting Standards Board Accounting Standard 12 (GASB 12) and with the forthcoming GASB accounting standards 43 and 45 related to "other postemployment benefits" (OPEB's). (See Appendix E)

Because this report was prepared in compliance with GASB 43 and 45, as appropriate, Culver City USD should not use this report for any other purpose without discussion with TCS. This means that any discussions with employee groups, governing Boards, etc. should be restricted to the implications of GASB 43 and 45 compliance.

This actuarial report includes several estimates for Culver City USD's retiree health program. In addition to the tables included in this report, we also performed cash flow adequacy tests as required under Actuarial Standard of Practice 6 (ASOP 6). Our cash flow adequacy testing covers a twenty-year period. We would be happy to make this cash flow adequacy test available to Culver City USD in spreadsheet format upon request.

We calculated the following estimates separately for active employees and retirees. As requested, we also separated results by the following employee classifications: Certificated, Classified and Management. We estimated the following:

- the total liability created. (The actuarial present value of total projected benefits or APVTPB)
- the ten year "pay-as-you-go" cost to provide these benefits.

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- the "actuarial accrued liability (AAL)." (The AAL is the portion of the APVTPB attributable to employees' service prior to the valuation date.)
- the amount necessary to amortize the UAAL over a period of 30 years.
- the annual contribution required to fund retiree benefits over the working lifetime of eligible employees (the "normal cost").
- The Annual Required Contribution (ARC) which is the basis of calculating the annual OPEB cost and net OPEB obligation under GASB 43 and 45.

We summarized the data used to perform this study in Appendix A. No effort was made to verify this information beyond brief tests for reasonableness and consistency.

All cost and liability figures contained in this study are estimates of future results. Future results can vary dramatically and the accuracy of estimates contained in this report depends on the actuarial assumptions used. Normal costs and liabilities could easily vary by 10 - 20% or more from estimates contained in this report.

B. General Findings

We estimate the "pay-as-you-go" cost of providing retiree health benefits in the year beginning May 1, 2009 to be \$590,644 (see Section IV.A.). The "pay-as-you-go" cost is the cost of benefits for current retirees.

For current employees, the value of benefits "accrued" in the year beginning May 1, 2009 (the normal cost) is \$702,235. This normal cost would increase each year based on covered payroll. Had Culver City USD begun accruing retiree health benefits when each current employee and retiree was hired, a substantial liability would have accumulated. We estimate the amount that would have accumulated to be \$16,857,246. This amount is called the "actuarial accrued liability" (AAL).

We calculated the annual cost to amortize the unfunded actuarial accrued liability using a 5% discount rate. We used a 30 year amortization period. The current year cost to amortize the unfunded "actuarial accrued liability" is \$746,659.

Combining the normal cost and UAAL amortization costs in the first year produces a total first year annual required contribution (ARC) of \$1,448,894. The ARC is used as the basis for determining expenses and liabilities under GASB 43/45. The ARC is used in lieu of (rather than in addition to) the "pay-as-you-go" cost.

We based all of the above estimates on employees as of April, 2009. Over time, liabilities and cash flow will vary based on the number and demographic characteristics of employees and retirees.

C. Description of Retiree Benefits

Following is a description of the current retiree benefit plan. These benefits apply to recently hired employees. Employees hired prior to the dates shown below receive or are entitled to benefits under one of several grandfathered plans. Any retirees who don't qualify for supplemental benefits or who exhaust those benefits are entitled to statutory minimum benefits under California Government Code Section 22892.

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	<u>Certificated</u>	<u>Classified</u>	<u>Management/Confidential</u>
Applies to	Hired after 6/30/06	Hired after 6/30/06	Hired after 6/30/06
Benefit types provided	Medical and dental	Medical and dental	Medical and dental
Duration of Benefits	Lifetime for medical Dental to age 65	Lifetime for medical Dental to age 65	Lifetime
Required Service	15 years**	15 years**	10 years
Minimum Age	55	55*	55*
Dependent Coverage	Yes	Yes	Yes
District Contribution %	100%	100%	100%
District Cap	Pre-65: \$3,207** Post-65: \$2,000	Pre-65: \$3,207** Post-65: \$2,000	Pre-65: Active benefits Post-65: \$2,000

*Those certificated and classified employees hired prior to 7/1/06 have a 10 year service requirement and the same cap that applies to active employees.

D. Recommendations

It is outside the scope of this report to make specific recommendations of actions Culver City USD should take to manage the substantial liability created by the current retiree health program. Total Compensation Systems, Inc. can assist in identifying and evaluating options once this report has been studied. The following recommendations are intended only to allow the District to get more information from this and future studies. Because we have not conducted a comprehensive administrative audit of Culver City USD's practices, it is possible that Culver City USD is already complying with some or all of our recommendations.

- We recommend that Culver City USD inventory all benefits and services provided to retirees – whether contractually or not and whether retiree-paid or not. For each, Culver City USD should determine whether the benefit is material and subject to GASB 43 and/or 45.
- We recommend that Culver City USD conduct a study whenever events or contemplated actions significantly affect present or future liabilities, but no less frequently than every two or three years, as required under GASB 43/45.
- We recommend that the District communicate the magnitude of these costs to employees and include employees in discussions of options to control the costs.
- Under GASB 45, it is important to isolate the cost of retiree health benefits. Culver City USD should have all premiums, claims and expenses for retirees separated from active employee premiums, claims, expenses, etc. To the extent any retiree benefits are made available to retirees over the age of 65 – *even on a retiree-pay-all basis* – all premiums, claims and expenses for post-65 retiree coverage should be segregated from those for pre-65 coverage. Furthermore, Culver City USD should arrange for the rates or prices of all retiree benefits to be set on what is expected to be a self-sustaining basis.
- Culver City USD should establish a way of designating employees as eligible or ineligible for future OPEB benefits. Ineligible employees can include those in ineligible job classes; those hired after a designated date restricting eligibility; those who, due to their age at hire cannot qualify for District-paid OPEB benefits; employees who exceed the termination age for OPEB benefits, etc.

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- Several assumptions were made in estimating costs and liabilities under Culver City USD's retiree health program. Further studies may be desired to validate any assumptions where there is any doubt that the assumption is appropriate. (See Appendices B and C for a list of assumptions and concerns.) For example, Culver City USD should maintain a retiree database that includes – in addition to date of birth, gender and employee classification – retirement date and (if applicable) dependent date of birth, relationship and gender. It will also be helpful for Culver City USD to maintain employment termination information – namely, the number of OPEB-eligible employees in each employee class that terminate employment each year for reasons other than death, disability or retirement.

Respectfully submitted,



Geoffrey L. Kischuk, FSA, MAAA, FCA
Consultant
Total Compensation Systems, Inc.
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Total Compensation Systems, Inc.

PART II: BACKGROUND

A. Summary

Accounting principles provide that the cost of retiree benefits should be “accrued” over employees' working lifetime. For this reason, the Governmental Accounting Standards Board (GASB) issued in 2004 Accounting Standards 43 and 45 for retiree health benefits. These standards apply to all public employers that pay any part of the cost of retiree health benefits for current or future retirees (including early retirees).

B. Actuarial Accrual

To actuarially accrue retiree health benefits requires determining the amount to expense each year so that the liability accumulated at retirement is, on average, sufficient (with interest) to cover all retiree health expenditures without the need for additional expenses. There are many different ways to determine the annual accrual amount. The calculation method used is called an “actuarial cost method.”

Under most actuarial cost methods, there are two components of actuarial cost - a “normal cost” and amortization of something called the “unfunded actuarial accrued liability.” Both accounting standards and actuarial standards usually address these two components separately (though alternative terminology is sometimes used).

The normal cost can be thought of as the value of the benefit earned each year if benefits are accrued during the working lifetime of employees. This report will not discuss differences between actuarial cost methods or their application. Instead, following is a description of a commonly used, generally accepted actuarial cost method that will be permitted under GASB 43 and 45. This actuarial cost method is called the “entry age normal” method.

Under the entry age normal cost method, the actuary determines the annual amount needing to be expensed from hire until retirement to fully accrue the cost of retiree health benefits. This amount is the normal cost. Under GASB 43 and 45, normal cost can be expressed either as a level dollar amount or a level percentage of payroll.

The normal cost is determined using several key assumptions:

- The current **cost of retiree health benefits** (often varying by age, Medicare status and/or dependent coverage). The higher the current cost of retiree benefits, the higher the normal cost.
- The “**trend**” rate at which retiree health benefits are expected to increase over time. A higher trend rate increases the normal cost. A “cap” on District contributions can reduce trend to zero once the cap is reached thereby dramatically reducing normal costs.
- **Mortality rates** varying by age and sex. (Unisex mortality rates are not often used as individual OPEB benefits do not depend on the mortality table used.) If employees die prior to retirement, past contributions are available to fund benefits for employees who live to retirement. After retirement, death results in benefit termination or reduction. Although higher mortality rates reduce normal costs, the mortality assumption is not likely to vary from employer to employer.
- **Employment termination rates** have the same effect as mortality inasmuch as higher termination rates reduce normal costs. Employment termination can vary considerably between public agencies.
- The **service requirement** reflects years of service required to earn full or partial retiree benefits.

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While a longer service requirement reduces costs, cost reductions are not usually substantial unless the service period exceeds 20 years of service.

- **Retirement rates** determine what proportion of employees retire at each age (assuming employees reach the requisite length of service). Retirement rates often vary by employee classification and implicitly reflect the minimum retirement age required for eligibility. Retirement rates also depend on the amount of pension benefits available. Higher retirement rates increase normal costs but, except for differences in minimum retirement age, retirement rates tend to be consistent between public agencies for each employee type.
- **Participation rates** indicate what proportion of retirees are expected to elect retiree health benefits if a significant retiree contribution is required. Higher participation rates increase costs.
- The **discount rate** estimates investment earnings for assets earmarked to cover retiree health benefit liabilities. The discount rate depends on the nature of underlying assets. For example, employer funds earning money market rates in the county treasury are likely to earn far less than an irrevocable trust containing a diversified asset portfolio including stocks, bonds, etc. A higher discount rate can dramatically lower normal costs. GASB 43 and 45 require the interest assumption to reflect likely *long term* investment return.

The assumptions listed above are not exhaustive, but are the most common assumptions used in actuarial cost calculations. The actuary selects the assumptions which - taken together - will yield reasonable results. It's not necessary (or even possible) to predict individual assumptions with complete accuracy.

If all actuarial assumptions are exactly met and an employer expensed the normal cost every year for all past and current employees and retirees, a sizeable liability would have accumulated (after adding interest and subtracting retiree benefit costs). The liability that would have accumulated is called the actuarial accrued liability or AAL. The excess of AAL over the **actuarial value of plan assets** is called the *unfunded* actuarial accrued liability (or UAAL). Under GASB 43 and 45, in order for assets to count toward offsetting the AAL, the assets have to be held in an irrevocable trust that is safe from creditors and can only be used to provide OPEB benefits to eligible participants.

The actuarial accrued liability (AAL) can arise in several ways. At inception of GASB 43 and 45, there is usually a substantial UAAL. Some portion of this amount can be established as the "transition obligation" subject to certain constraints. UAAL can also increase as the result of operation of a retiree health plan - e.g., as a result of plan changes or changes in actuarial assumptions. Finally, AAL can arise from actuarial gains and losses. Actuarial gains and losses result from differences between actuarial assumptions and actual plan experience.

Under GASB 43 and 45, employers have several options on how the UAAL can be amortized as follows:

- The employer can select an amortization period of 1 to 30 years. (For certain situations that result in a reduction of the AAL, the amortization period must be at least 10 years.)
- The employer may apply the same amortization period to the total combined UAAL or can apply different periods to different components of the UAAL.
- The employer may elect a "closed" or "open" amortization period.
- The employer may choose to amortize on a level dollar or level percentage of payroll method.

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PART III: LIABILITIES AND COSTS FOR RETIREE BENEFITS

A. Introduction.

We calculated the actuarial present value of projected benefits (APVPB) separately for each employee. We determined eligibility for retiree benefits based on information supplied by Culver City USD. We then selected assumptions for the factors discussed in the above Section that, based on plan experience and our training and experience, represent our best prediction of future plan experience. For each employee, we applied the appropriate factors based on the employee's age, sex and length of service.

We summarized actuarial assumptions used for this study in Appendix C.

B. Medicare

The extent of Medicare coverage can affect projections of retiree health costs. The method of coordinating Medicare benefits with the retiree health plan's benefits can have a substantial impact on retiree health costs. We will be happy to provide more information about Medicare integration methods if requested.

C. Liability for Retiree Benefits.

For each employee, we projected future premium costs using an assumed trend rate (see Appendix C).

We multiplied each year's projected cost by the probability that premium will be paid; i.e. based on the probability that the employee is living, has not terminated employment and has retired. The probability that premium will be paid is zero if the employee is not eligible. The employee is not eligible if s/he has not met minimum service, minimum age or, if applicable, maximum age requirements.

The product of each year's premium cost and the probability that premium will be paid equals the expected cost for that year. We discounted the expected cost for each year to the valuation date May 1, 2009 at 5% interest.

Finally, we multiplied the above discounted expected cost figures by the probability that the retiree would elect coverage. A retiree may not elect to be covered if retiree health coverage is available less expensively from another source (e.g. Medicare risk contract) or the retiree is covered under a spouse's plan.

For any current retirees, the approach used was similar. The major difference is that the probability of payment for current retirees depends only on mortality and age restrictions (i.e. for retired employees the probability of being retired and of not being terminated are always both 1.0000).

We added the APVPB for all employees to get the actuarial present value of total projected benefits (APVTPB). The APVTPB is the estimated present value of all future retiree health benefits for all **current** employees and retirees. The APVTPB is the amount on May 1, 2009 that, if all actuarial assumptions are exactly right, would be sufficient to expense all promised benefits until the last current employee or retiree dies or reaches the maximum eligibility age.

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Actuarial Present Value of Total Projected Benefits

May 1, 2009	<u>Total</u>	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
Active: Pre-65	\$7,380,837	\$3,296,152	\$2,785,644	\$1,299,041
Post-65	\$10,460,068	\$5,351,708	\$4,279,858	\$828,502
Subtotal	\$17,840,905	\$8,647,860	\$7,065,502	\$2,127,543
Retiree: Pre-65	\$780,626	\$342,322	\$247,811	\$190,493
Post-65	\$4,694,516	\$2,544,704	\$1,653,397	\$496,415
Subtotal	\$5,475,142	\$2,887,026	\$1,901,208	\$686,908
Grand Total	\$23,316,047	\$11,534,886	\$8,966,710	\$2,814,451
Subtotal Pre-65	\$8,161,463	\$3,638,474	\$3,033,455	\$1,489,534
Subtotal Post-65	\$15,154,584	\$7,896,412	\$5,933,255	\$1,324,917

The APVTPB should be accrued over the working lifetime of employees. At any time much of it has not been "earned" by employees. The APVTPB is used to develop expense and liability figures. To do so, the APVTFB is divided into two parts: the portions attributable to service rendered prior to the valuation date (the past service liability or actuarial accrued liability under GASB 43 and 45) and to service after the valuation date but prior to retirement (the future service liability).

The past service and future service liabilities are each funded in a different way. We will start with the future service liability which is funded by the normal cost.

D. Cost to Prefund Retiree Benefits

1. Normal Cost

The average hire age for eligible employees is 36. To accrue the liability by retirement, the District would accrue the retiree liability over a period of about -36 years (assuming an average retirement age of 0). We applied an "entry age normal" actuarial cost method to determine funding rates for active employees. The table below summarizes the calculated normal cost.

Normal Cost Year Beginning

May 1, 2009	<u>Total</u>	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
# of Employees	740	347	333	60
Per Capita Normal Cost				
Pre-65 Benefit	N/A	\$154	\$222	\$1,724
Post-65 Benefit	N/A	\$610	\$657	\$683

First Year Normal Cost

Pre-65 Benefit	\$230,804	\$53,438	\$73,926	\$103,440
Post-65 Benefit	\$471,431	\$211,670	\$218,781	\$40,980
Total	\$702,235	\$265,108	\$292,707	\$144,420

Accruing retiree health benefit costs using normal costs levels out the cost of retiree health benefits over

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time and more fairly reflects the value of benefits "earned" each year by employees. This normal cost would increase each year based on covered payroll.

2. Amortization of Unfunded Actuarial Accrued Liability (UAAL)

If actuarial assumptions are borne out by experience, the District will fully accrue retiree benefits by expensing an amount each year that equals the normal cost. If no accruals had taken place in the past, there would be a shortfall of many years' accruals, accumulated interest and forfeitures for terminated or deceased employees. This shortfall is called the actuarial accrued liability (AAL). We calculated the AAL as the APVTPB minus the present value of future normal costs.

The initial UAAL was amortized using a closed amortization period of 30 years. The District can amortize the remaining or residual UAAL over many years. The table below shows the annual amount necessary to amortize the UAAL over a period of 30 years at 5% interest. (Thirty years is the longest amortization period allowable under GASB 43 and 45.) GASB 43 and 45 will allow amortizing the UAAL using either payments that stay the same as a dollar amount, or payments that are a flat percentage of covered payroll over time. The figures below reflect the level percentage of payroll method. This amortization payment would increase each year based on covered payroll.

Actuarial Accrued Liability

as of May 1, 2009

	<u>Total</u>	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
Active: Pre-65	\$5,268,077	\$2,725,594	\$2,210,189	\$332,294
Post-65	\$6,114,028	\$3,091,702	\$2,576,822	\$445,504
Subtotal	\$11,382,105	\$5,817,296	\$4,787,011	\$777,798
Retiree: Pre-65	\$780,626	\$342,322	\$247,811	\$190,493
Post-65	\$4,694,516	\$2,544,704	\$1,653,397	\$496,415
Subtotal	\$5,475,142	\$2,887,026	\$1,901,208	\$686,908
Subtot Pre-65	\$6,048,701	\$3,067,915	\$2,458,000	\$522,786
Subtot Post-65	\$10,808,544	\$5,636,406	\$4,230,219	\$941,919
Grand Total	\$16,857,246	\$8,704,321	\$6,688,219	\$1,464,706
Funded at May 1, 2009	\$0	\$0	\$0	\$0
Unfunded AAL	\$16,857,246	\$8,704,321	\$6,688,219	\$1,464,706
1st Year UAAL Amortization at 5.0% over 30 Years	\$746,659	\$385,541	\$296,242	\$64,876

3. Annual Required Contributions (ARC)

If the District determines retiree health plan expenses in accordance with GASB 43 and 45, costs will include both normal cost and one or more components of UAAL amortization costs. The sum of normal cost and UAAL amortization costs is called the Annual Required Contribution (ARC) and is shown below.

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Annual Required Contribution (ARC) Year Beginning

May 1, 2009	<u>Total</u>	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
Normal Cost	\$702,235	\$265,108	\$292,707	\$144,420
UAAL Amortization	\$746,659	\$385,541	\$296,242	\$64,876
ARC	\$1,448,894	\$650,649	\$588,949	\$209,296
Pay-As-You-Go Cost	\$590,644	\$317,847	\$207,678	\$65,119
Added Cost of GASB 43/45	\$858,250	\$332,802	\$381,271	\$144,177

The normal cost remains as long as there are active employees who may some day qualify for District-paid retiree health benefits. This normal cost would increase each year based on covered payroll.

4. Other Components of Annual OPEB Cost (AOC)

Once GASB 43 and 45 are implemented, the expense and liability amounts may include more components of cost than the normal cost plus amortization of the UAAL. This will apply to employers that don't fully fund the Annual Required Cost (ARC) through an irrevocable trust.

- The annual OPEB cost (AOC) will include assumed interest on the net OPEB obligation (NOO). The annual OPEB cost will also include an amortization adjustment for the net OPEB obligation. (It should be noted that there is no NOO if the ARC is fully funded through a qualifying "plan".)
- The net OPEB obligation will equal the accumulated differences between the (AOC) and qualifying "plan" contributions.

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PART IV: "PAY AS YOU GO" FUNDING OF RETIREE BENEFITS

We used the actuarial assumptions shown in Appendix C to project ten year cash flow under the retiree health program. Because these cash flow estimates reflect average assumptions applied to a relatively small number of employees, estimates for individual years are certain to be *inaccurate*. However, these estimates show the size of cash outflow.

The following table shows a projection of annual amounts needed to pay the District share of retiree health premiums.

Year Beginning May 1	<u>Total</u>	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
2009	\$590,644	\$317,847	\$207,678	\$65,119
2010	\$625,737	\$333,532	\$229,159	\$63,046
2011	\$692,961	\$360,132	\$257,793	\$75,036
2012	\$772,841	\$391,694	\$296,550	\$84,597
2013	\$838,650	\$414,617	\$326,128	\$97,905
2014	\$912,229	\$442,507	\$357,945	\$111,777
2015	\$945,509	\$464,790	\$374,768	\$105,951
2016	\$1,009,643	\$491,141	\$405,492	\$113,010
2017	\$1,034,777	\$496,816	\$414,902	\$123,059
2018	\$1,046,955	\$502,987	\$438,406	\$105,562

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PART V: RECOMMENDATIONS FOR FUTURE VALUATIONS

To effectively manage benefit costs, an employer must periodically examine the existing liability for retiree benefits as well as future annual expected premium costs. GASB 43/45 require biennial or triennial valuations. In addition, a valuation should be conducted whenever plan changes, changes in actuarial assumptions or other employer actions are likely to cause a material change in accrual costs and/or liabilities.

Following are examples of actions that could trigger a new valuation.

- An employer should perform a valuation whenever the employer considers or puts in place an early retirement incentive program.
- An employer should perform a valuation whenever the employer adopts a retiree benefit plan for some or all employees.
- An employer should perform a valuation whenever the employer considers or implements changes to retiree benefit provisions or eligibility requirements.
- An employer should perform a valuation whenever the employer introduces or changes retiree contributions.

We recommend Culver City USD take the following actions to ease future valuations.

- We have used our training, experience and information available to us to establish the actuarial assumptions used in this valuation. We have no information to indicate that any of the assumptions do not reasonably reflect future plan experience. However, the District should review the actuarial assumptions in Appendix C carefully. If the District has any reason to believe that any of these assumptions do not reasonably represent the expected future experience of the retiree health plan, the District should engage in discussions or perform analyses to determine the best estimate of the assumption in question.

PART VI: APPENDICES

APPENDIX A: MATERIALS USED FOR THIS STUDY

We relied on the following materials to complete this study.

- We used paper reports and digital files containing employee demographic data from the District personnel records.
- We used relevant sections of collective bargaining agreements provided by the District.

APPENDIX B: EFFECT OF ASSUMPTIONS USED IN CALCULATIONS

While we believe the estimates in this study are reasonable overall, it was necessary for us to use assumptions which inevitably introduce errors. We believe that the errors caused by our assumptions will not materially affect study results. If the District wants more refined estimates for decision-making, we recommend additional investigation. Following is a brief summary of the impact of some of the more critical assumptions.

1. Where actuarial assumptions differ from expected experience, our estimates could be overstated or understated. One of the most critical assumptions is the medical trend rate. The District may want to commission further study to assess the sensitivity of liability estimates to our medical trend assumptions. For example, it may be helpful to know how liabilities would be affected by using a trend factor 1% higher than what was used in this study. There is an additional fee required to calculate the impact of alternative trend assumptions.
2. We used an "entry age normal" actuarial cost method to estimate the actuarial accrued liability and normal cost. GASB will allow this as one of several permissible methods under its upcoming accounting standard. Using a different cost method could result in a somewhat different recognition pattern of costs and liabilities.

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APPENDIX C: ACTUARIAL ASSUMPTIONS AND METHODS

Following is a summary of actuarial assumptions and methods used in this study. The District should carefully review these assumptions and methods to make sure they reflect the District's assessment of its underlying experience. It is important for Culver City USD to understand that the appropriateness of all selected actuarial assumptions and methods are Culver City USD's responsibility. Unless otherwise disclosed in this report, TCS believes that all methods and assumptions are within a reasonable range based on the provisions of GASB 43 and 45, applicable actuarial standards of practice, Culver City USD's actual historical experience, and TCS's judgement based on experience and training.

ACTUARIAL METHODS AND ASSUMPTIONS:

ACTUARIAL COST METHOD: Entry age normal. The allocation of OPEB cost is based on years of service. We used the level percentage of payroll method to allocate OPEB cost over years of service.

Entry age is based on the age at hire for eligible employees. The attribution period is determined as the difference between the expected retirement age and the age at hire. The present value of future benefits and present value of future normal costs are determined on an employee by employee basis and then aggregated.

To the extent that different benefit formulas apply to different employees of the same class, the normal cost is based on the benefit plan applicable to the most recently hired employees (including future hires if a new benefit formula has been agreed to and communicated to employees).

AMORTIZATION METHODS: We used the level percentage of payroll method to allocate amortization cost by year. We used a closed 30 year amortization period for the initial UAAL. We used an open 30 year amortization period for any residual UAAL.

SUBSTANTIVE PLAN: As required under GASB 43 and 45, we based the valuation on the substantive plan. The formulation of the substantive plan was based on a review of written plan documents as well as historical information provided by Culver City USD regarding practices with respect to employer and employee contributions and other relevant factors.

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ECONOMIC ASSUMPTIONS:

Economic assumptions are set under the guidance of Actuarial Standard of Practice 27 (ASOP 27). Among other things, ASOP 27 provides that economic assumptions should reflect a consistent underlying rate of general inflation. For that reason, we show our assumed long-term inflation rate below.

INFLATION: We assumed 3% per year.

INVESTMENT RETURN / DISCOUNT RATE: We assumed 5% per year. This is based on assumed long-term return on employer assets. We used the "Building Block Method" as described in ASOP 27 Paragraph 3.6.2. Our assessment of long-term returns for employer assets is based on long-term historical returns for surplus funds invested pursuant to California Government Code Sections 53601 et seq.

TREND: We assumed 4% per year. Our long-term trend assumption is based on the conclusion that, while medical trend will continue to be cyclical, the average increase over time cannot continue to outstrip general inflation by a wide margin. Trend increases in excess of general inflation result in dramatic increases in unemployment, the number of uninsured and the number of underinsured. These effects are nearing a tipping point which will inevitably result in fundamental changes in health care finance and/or delivery which will bring increases in health care costs more closely in line with general inflation. We do not believe it is reasonable to project historical trend vs. inflation differences several decades into the future.

PAYROLL INCREASE: We assumed 3% per year. This assumption applies only to the extent that either or both of the normal cost and/or UAAL amortization use the level percentage of payroll method. For purposes of applying the level percentage of payroll method, payroll increase must not assume any increases in staff or merit increases.

ACTUARIAL ASSET VALUATION: There were no plan assets.

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NON-ECONOMIC ASSUMPTIONS:

Economic assumptions are set under the guidance of Actuarial Standard of Practice 35 (ASOP 35).

MORTALITY: CalSTRS mortality for certificated employees.
CalPERS mortality for Miscellaneous employees for other employees.

RETIREMENT RATES: CalSTRS retirement rates for certificated employees.
CalPERS retirement rates for the 2%@55 pension formula for other employees.

VESTING RATES:

	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
Vesting Percentage	100%	100%	100%
Vesting Period	15 years	15 years	10 years

COSTS FOR RETIREE COVERAGE:

There was not sufficient information available to determine whether there is an implicit subsidy for retiree health costs. Based on ASOP 6, there can be justification for using "community-rated" premiums as the basis for the valuation where the insurer is committed to continuing rating practices. This is especially true where sufficient information is not available to determine the magnitude of the subsidy. However, Culver City USD should recognize that costs and liabilities in this report could change significantly if either CalPERS changes rating practices or if Culver City USD leaves CalPERS.

First Year costs are as shown below. Subsequent years' costs are based on first year costs adjusted for trend and limited by any District contribution caps.

	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
Current Retirees: based on actual costs			
<u>Current Plan:</u>			
Future Retirees Pre-65	\$3,207	\$3,207	\$11,579
Future Retirees Post-65	\$2,000	\$2,000	\$2,000

PARTICIPATION RATES: 100%

TURNOVER: CalSTRS turnover for certificated employees.
CalPERS turnover for Miscellaneous employees for other employees.

SPOUSE PREVALENCE: To the extent not provided and when needed to calculate benefit liabilities, 80% of retirees assumed to be married at retirement. After retirement, the percentage married is adjusted to reflect mortality.

SPOUSE AGES: To the extent spouse dates of birth are not provided and when needed to calculate benefit liabilities, female spouse assumed to be three years younger than male.

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APPENDIX D: DISTRIBUTION OF ELIGIBLE PARTICIPANTS BY AGE

ELIGIBLE ACTIVE EMPLOYEES:

<u>Age</u>	<u>Total</u>	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
Under 25	10	2	8	0
25-29	70	39	28	3
30-34	87	49	27	11
35-39	105	55	44	6
40-44	94	40	43	11
45-49	76	36	34	6
50-54	95	43	46	6
55-59	93	45	41	7
60-64	74	27	38	9
65 and older	36	11	24	1
Total	740	347	333	60

ELIGIBLE RETIREES:

<u>Age</u>	<u>Total</u>	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
Under 50	0	0	0	0
50-54	1	0	1	0
55-59	13	6	5	2
60-64	38	21	13	4
65-69	31	17	13	1
70-74	36	19	16	1
75-79	54	37	17	0
80-84	29	20	9	0
85-89	4	2	2	0
90 and older	0	0	0	0
Total	206	122	76	8

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APPENDIX E: CALCULATION OF GASB 43/45 ACCOUNTING ENTRIES

This report is to be used to calculate accounting entries rather than to provide the dollar amount of accounting entries. How the report is to be used to calculate accounting entries depends on several factors. Among them are:

- 1) The amount of prior accounting entries;
- 2) Whether individual components of the ARC are calculated as a level dollar amount or as a level percentage of payroll;
- 3) Whether the employer using a level percentage of payroll method elects to use for this purpose projected payroll, budgeted payroll or actual payroll;
- 4) Whether the employer chooses to adjust the numbers in the report to reflect the difference between the valuation date and the first fiscal year for which the numbers will be used.

To the extent the level percentage of payroll method is used, the employer should adjust the numbers in this report as appropriate to reflect the change in OPEB covered payroll. It should be noted that OPEB covered payroll should only reflect types of pay generating pension credits for plan participants. Please note that plan participants do not necessarily include all active employees eligible for health benefits for several reasons. Following are examples.

- 1) The number of hours worked or other eligibility criteria may differ for OPEB compared to active health benefits;
- 2) There may be active employees over the maximum age OPEB are paid through. For example, if an OPEB plan pays benefits only to Medicare age, any active employees currently over Medicare age are not plan participants;
- 3) Employees hired at an age where they will exceed the maximum age for benefits when the service requirement is met are also not plan participants.

Finally, GASB 43 and 45 require reporting covered payroll in RSI schedules regardless of whether any ARC component is based on the level percentage of payroll method. This report does not provide, nor should the actuary be relied on to report covered payroll.

GASB 45 Paragraph 26 specifies that the items presented as RSI "should be calculated in accordance with the parameters." The RSI items refer to Paragraph 25.c which includes annual covered payroll. Footnote 3 provides that when the ARC is based on covered payroll, the payroll measure may be the projected payroll, budgeted payroll or actual payroll. Footnote 3 further provides that comparisons between the ARC and contributions should be based on the same measure of covered payroll.

At the time the valuation is being done, the actuary may not know which payroll method will be used for reporting purposes. The actuary may not even know for which period the valuation will be used to determine the ARC. Furthermore, the actuary doesn't know if the client will make adjustments to the ARC in order to use it for the first year of the biennial or triennial period. (GASB 45 is silent on this.) Even if the actuary were to know all of these things, it would be a rare situation that would result in me knowing the appropriate covered payroll

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number to report. For example, if the employer uses actual payroll, that number would not be known at the time the valuation is done.

As a result, we believe the proper approach is to report the ARC components as a dollar amount. It is the client's responsibility to turn this number into a percentage of payroll factor by using the dollar amount of the ARC (adjusted, if desired) as a numerator and then calculating the appropriate amount of the denominator based on the payroll determination method elected by the client for the appropriate fiscal year.

If we have been provided with payroll information, we are happy to use that information to help the employer develop an estimate of covered payroll for reporting purposes. However, the validity of the covered payroll remains the employer's responsibility even if TCS assists the employer in calculating it.

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APPENDIX F: GLOSSARY OF RETIREE HEALTH VALUATION TERMS

Note: The following definitions are intended to help a *non*-actuary understand concepts related to retiree health valuations. Therefore, the definitions may not be actuarially accurate.

<u>Actuarial Accrued Liability:</u>	The amount of the actuarial present value of total projected benefits attributable to employees' past service based on the actuarial cost method used.
<u>Actuarial Cost Method:</u>	A mathematical model for allocating OPEB costs by year of service.
<u>Actuarial Present Value of Total Projected Benefits:</u>	The projected amount of all OPEB benefits to be paid to current and future retirees discounted back to the valuation date.
<u>Actuarial Value of Assets:</u>	Market-related value of assets which may include an unbiased formula for smoothing cyclical fluctuations in asset values.
<u>Annual OPEB Cost:</u>	This is the amount employers must recognize as an expense each year. The annual OPEB expense is equal to the Annual Required Contribution plus interest on the Net OPEB obligation minus an adjustment to reflect the amortization of the net OPEB obligation.
<u>Annual Required Contribution:</u>	The sum of the normal cost and an amount to amortize the unfunded actuarial accrued liability. This is the basis of the annual OPEB cost and net OPEB obligation.
<u>Closed Amortization Period:</u>	An amortization approach where the original ending date for the amortization period remains the same. This would be similar to a conventional, 30-year mortgage, for example.
<u>Discount Rate:</u>	Assumed investment return net of all investment expenses. Generally, a higher assumed interest rate leads to lower normal costs and actuarial accrued liability.
<u>Implicit Rate Subsidy:</u>	The estimated amount by which retiree rates are understated in situations where, for rating purposes, retirees are combined with active employees.
<u>Mortality Rate:</u>	Assumed proportion of people who die each year. Mortality rates always vary by age and often by sex. A mortality table should always be selected that is based on a similar "population" to the one being studied.
<u>Net OPEB Obligation:</u>	The accumulated difference between the annual OPEB cost and amounts contributed to an irrevocable trust exclusively providing retiree OPEB benefits and protected from creditors.
<u>Normal Cost:</u>	The dollar value of the "earned" portion of retiree health benefits if retiree health benefits are to be fully accrued at retirement.

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<u>OPEB Benefits:</u>	Other PostEmployment Benefits. Generally medical, dental, prescription drug, life, long-term care or other postemployment benefits that are not pension benefits.
<u>Open Amortization Period:</u>	Under an open amortization period, the remaining unamortized balance is subject to a new amortization schedule each valuation. This would be similar, for example, to a homeowner refinancing a mortgage with a new 30-year conventional mortgage every two or three years.
<u>Participation Rate:</u>	The proportion of retirees who elect to receive retiree benefits. A lower participation rate results in lower normal cost and actuarial accrued liability. The participation rate often is related to retiree contributions.
<u>Retirement Rate:</u>	The proportion of active employees who retire each year. Retirement rates are usually based on age and/or length of service. (Retirement rates can be used in conjunction with vesting rates to reflect both age and length of service). The more likely employees are to retire early, the higher normal costs and actuarial accrued liability will be.
<u>Transition Obligation:</u>	The amount of the unfunded actuarial accrued liability at the time actuarial accrual begins in accordance with an applicable accounting standard.
<u>Trend Rate:</u>	The rate at which the cost of retiree benefits is expected to increase over time. The trend rate usually varies by type of benefit (e.g. medical, dental, vision, etc.) and may vary over time. A higher trend rate results in higher normal costs and actuarial accrued liability.
<u>Turnover Rate:</u>	The rate at which employees cease employment due to reasons other than death, disability or retirement. Turnover rates usually vary based on length of service and may vary by other factors. Higher turnover rates reduce normal costs and actuarial accrued liability.
<u>Unfunded Actuarial Accrued Liability:</u>	This is the excess of the actuarial accrued liability over assets irrevocably committed to provide retiree health benefits.
<u>Valuation Date:</u>	The date as of which the OPEB obligation is determined. Under GASB 43 and 45, the valuation date does not have to coincide with the statement date.
<u>Vesting Rate:</u>	The proportion of retiree benefits earned, based on length of service and, sometimes, age. (Vesting rates are often set in conjunction with retirement rates.) More rapid vesting increases normal costs and actuarial accrued liability.

12.2 **First Reading of Board Bylaw 9250, Remuneration, Reimbursement, and Other Benefits**

It is recommended practice that the Board of Education review Board Policies and Administrative Regulations on a regular basis. At the request of the Board, attached is Board Bylaw 9250 for review and possible revisions.

REMUNERATION, REIMBURSEMENT, AND OTHER BENEFITS

Remuneration

Each member of the Governing Board may receive the maximum monthly compensation as provided for in law.

On an annual basis, the Board may increase the compensation of Board members beyond the limit delineated in Education Code 35120, in an amount not to exceed five percent (5%) based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the Board. (*Education Code 35120*)

Board members ~~will~~ **shall** not increase their compensation **by any percentage that exceeds the lesser of the percentage increase provided to either the certificated or classified bargaining units** ~~to exceed staff increase amount.~~

Board members are not required to accept ~~payment~~ **compensation** for meetings attended.

If a member does not attend all Board meetings during the month, he/she is eligible to receive a percentage of the monthly compensation equal to the percentage of meetings attended unless otherwise authorized by the Board in accordance with law. (*Education Code 35120*)

A member may be paid for meetings he/she missed when the Board, by resolution, finds that he/she was performing designated services for the district at the time of the meeting or that he/she was absent because of illness, jury duty or a hardship deemed acceptable by the Board. (*Education Code 35120*)

Reimbursement of Expenses

Board members shall be reimbursed for traveling expenses incurred **only** when authorized in advance by the Board. (*Education Code 35044*)

The rate of reimbursement shall be at the same rate specified for district personnel.
(*cf. 3350- Travel Expenses*)
(*cf. 9240 - Board Development*)

Health and Welfare Benefits

Board members may participate in the health and welfare benefits program provided for district employees.

Board members who have access to similar health and welfare benefits from other sources at little or no cost to the Board member shall not participate in the health and welfare program provided for district employees.

The district shall pay the cost of all premiums required for Board members electing to participate in the district health and welfare benefits program. (*Government Code 53205*)

REMUNERATION, REIMBURSEMENT, AND OTHER BENEFITS (continued)

Health and welfare benefits for Board members shall be no greater than that received by district's non-safety employees with the most generous schedule of benefits. *Government Code 53208.5*)

Health and welfare benefits provided to Board members may be extended at the same level to their spouses, dependent children under the age of 21, dependent children under the age of 25 who are full-time students at a college or university, and dependent children regardless of age who are physically or mentally incapacitated. (*Government Code 53205.1*)

Benefits for Retired Board Members

Any former member whose first term of office began on or after January 1, 1995, and any other member retiring from the Board after at least one term, may continue the health and welfare benefits program at their own expense if coverage is in effect at the time of retirement. (*Government Code 53201*)

*Legal Reference:*EDUCATION CODE

1090 *Compensation for members and mileage allowance*

3300-33053 *General waiver authority*

33362-3363 *Reimbursement of expenses (Department of Education and CSBA workshops)*

35012 *Board members; number, election and term*

35044 *Payment of traveling expenses of representatives of board*

35120 *Compensation (services as member of governing board)*

35172 *Promotional activities*

44038 *Cash deposits for transportation purchased on credit*

GOVERNMENT CODE

20322 *Elective officers; election to become member*

53200-53209 *Group insurance*

UNITED STATES CODE, TITLE 26

403(B) *Tax-sheltered annuities*

COURT DECISIONS

Thorning v. Hollister School District, (1992) 11 Cal.App.4th 1598

Board of Education of the Palo Alto Unified School District v. Superior Court of Santa

Clara County, (1979) 93 Cal.App.3d 578

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 124 (2000)

Management Resources:WEB SITES

CSBA: <http://www.csba.org>

Public Employees' Retirement System: <http://www.calpers.ca.gov>

(11/00 11/01) 11/02

Bylaw

Adopted: July 15, 1997

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California

Reviewed: September 16, 2003
October 7, 2003

Revised Bylaw Adopted: October 21, 2003

2/23/10
14.1a

BOARD REPORT

14.1a Approval is Recommended for the Employment Agreement for the Position of Interim Assistant Superintendent of Business Services

The Superintendent is recommending that the Board of Education approve the submitted Employment Agreement for the Interim Assistant Superintendent of Business Services.

RECOMMENDED MOTION: That the Governing Board of Culver City Unified School District approves the Employment Agreement for the Interim Assistant Superintendent of Business Services.

Moved by:

Seconded by:

Vote:

EMPLOYMENT AGREEMENT

**BETWEEN THE GOVERNING BOARD OF
CULVER CITY UNIFIED SCHOOL DISTRICT
INTERIM ASSISTANT SUPERINTENDENT
Business Services**

This Employment Agreement is hereby made and entered into this **23rd day of February, 2010** by and between the BOARD OF EDUCATION (“Board”) of the Culver City Unified School District (“District”) and Ali Delawalla (hereinafter referred to as “Assistant Superintendent”).

NOW, THEREFORE, it is hereby agreed as follows:

1. INTERIM ASSISTANT SUPERINTENDENT, BUSINESS SERVICES

Ali Delawalla is hereby employed as the Culver City Unified School District Interim Assistant Superintendent, Business Services.

2. TERM OF EMPLOYMENT

The term of this Interim Agreement shall be from **March 1, 2010 through June 30, 2010**. The Board may, by specific action and with the consent of the Assistant Superintendent, extend the termination date of this Agreement.

3. GENERAL TERMS AND CONDITIONS OF EMPLOYMENT

This Agreement is subject to all applicable laws of the State of California, and the rules and regulations of the California State Board of Education. Said laws, rules and regulations are hereby made a part of the terms and conditions of this Agreement as herein set forth. The position of Assistant Superintendent, Business Services, has been classified as a Senior Management position by the Board.

4. POWERS AND DUTIES

Mr. Delawalla agrees to perform the duties of Assistant Superintendent in the manner and as prescribed by the laws of the State of California and under the policies and procedures of the Governing Board and as required under the job description for Assistant Superintendent. Failure to fulfill the obligations agreed to in this Agreement will be viewed as a violation of the Administrators’ Code of Ethics and will be reported by the Board to the appropriate State Association of School Administrators and State educational authorities.

5. EVALUATION

The Superintendent shall evaluate the performance of the Assistant Superintendent at least once every other year. This evaluation shall be based upon, but not limited to, the Assistant Superintendent's performance of the duties and responsibilities contained in the Assistant Superintendent's job description and written goals and objectives for the Assistant Superintendent as established by the Superintendent. Board policies and any related regulations concerning the evaluation of management employees shall apply to the Assistant Superintendent.

6. SALARY

The salary of the Assistant Superintendent shall be established by the District management salary schedule in accordance with the policy of the Board governing payment of other professional staff members in the District.

7. FRINGE BENEFITS, PROFESSIONAL SCHEDULE, SICK LEAVE, AND VACATION

A. The work year under this Agreement shall consist of 225 days during each school year. The Assistant Superintendent shall be entitled to twenty-two (22) days of annual vacation with pay, exclusive of holidays defined in Sections 37220 and 37221 of the California Education Code, and any additional local holidays granted by the Board to 12-month management employees of the District. In the event of termination of this Agreement, the Assistant Superintendent shall be entitled to compensation for unused vacation at a salary rate effective during the school year in which the vacation credit was earned. In no case shall more than twenty-two (22) days of unused vacation be paid at the expiration or termination of this Agreement.

B. The Assistant Superintendent shall be entitled to 12 days of sick leave annually. Earned sick leave shall be cumulative, as provided by State law and Board policy.

C. The Assistant Superintendent shall be provided the same medical, dental, vision, and life insurance benefits offered to other District management employees.

D. The Assistant Superintendent shall be entitled to leave benefits offered to other District management employees.

8. EXPENSE REIMBURSEMENT

A. The Assistant Superintendent shall receive the amount of \$250.00 per month as authorized by Board Policy to cover business expenses incurred in the performance of his duties on behalf of the District.

B. The Assistant Superintendent shall be compensated for actual and necessary expenses authorized by the Board which are incurred when his employment duties

and obligations necessitate travel outside the boundaries of the District in accordance with Board policies.

9. PROFESSIONAL ACTIVITIES, MEMBERSHIP, AND DUES

The Assistant Superintendent may attend appropriate professional meetings at the local, state, and national level, and the expenses of said attendance shall be reimbursed by the District in accordance with District policy upon prior Board approval.

The District shall pay the Assistant Superintendent's membership dues to CASBO (California Association of School Business Officials) during each year of this Agreement as well as any other professional or community organization membership dues approved by the Board.

10. TERMINATION OF AGREEMENT

- A. Termination by Mutual Consent: The District and the Assistant Superintendent may, by mutual agreement expressed in writing, terminate this Agreement at any time.
- B. Termination by the Board: The Board unilaterally and without cause may terminate this Agreement and the Assistant Superintendent's employment. In consideration of the Board's right to terminate this Agreement without cause, the Board shall pay the Assistant Superintendent's then current salary, as provided for in Section 6, Salary, of this Agreement, or any amendment thereto, for the remainder of the Agreement, but not to exceed twelve (12) months consistent with Government Code Sections 53260 and 53261. Upon termination of this Agreement pursuant to this section, the Assistant Superintendent shall continue to receive the fringe benefits to which he was previously entitled for the remainder of this Agreement, but not to exceed twelve (12) months, or until the Assistant Superintendent finds other employment, whichever occurs first in accordance with Government Code Section 53261.
- C. Termination for Cause: This Agreement and the services of the Assistant Superintendent may be terminated by the Board at any time for breach of this Agreement, or for any of the grounds enumerated under Education Code Section 44932. The Board shall not terminate this Agreement under this section until a written statement of the grounds for termination and a notice of meeting has first been served upon the Assistant Superintendent. The Assistant Superintendent shall be entitled to a meeting before the Board, and may be accompanied by personal legal counsel. Expenses of said counsel will be borne by the Assistant Superintendent.
- D. Non-renewal of Agreement: Notwithstanding any other provisions of this Agreement or the policies and regulations of the Board, the Board may elect not to renew this Agreement, and/or not to reemploy the Assistant Superintendent upon expiration of this Agreement pursuant to Education Code Section 35031.

11. SAVINGS CLAUSE

If any provisions of this Agreement are held to be contrary to final legislative act or a court of competent jurisdiction inclusive of appeals, if any, such provisions will not be deemed valid and subsisting except to the extent permitted by law, but all other provisions will continue in full force and effect.

12. COMPLETE AGREEMENT

This Agreement is the full and complete agreement between the parties hereto. Any amendment, modifications, or variations from the terms of this Agreement shall be in writing and shall be effective only upon written approval of such amendment, modification, or variation by the Board.

IN WITNESS WHEREOF, the parties hereto have duly approved and executed this Agreement on the ____ day of _____, 2010.

I hereby accept this offer of employment and agree to comply with each and every condition thereof, and to perform faithfully all of the duties of employment as Assistant Superintendent.

Ali Delawalla

Myrna Rivera Coté, Ed.D.
Superintendent

Date

Date

BOARD REPORT

**2/23/10
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

February 23, 2010

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. 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). 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 23rd day of February, 2010

Steven Gourley, President

Scott Zeidman, Vice President

Karlo Silbiger, Clerk

Katherine Paspalis, Member

Patricia G. 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

BOARD REPORT

02/23/2010

14.2a

14.2a Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #18-10

Under AR 5144.1(s) a student may have an alternative to an expulsion hearing. A stipulated expulsion is a proposed recommendation to expel presented to the Board of Education that bypasses the hearing process based on agreement of the district and parent/guardian.

All of the following must occur for a stipulated expulsion to be considered:

- a) the facts leading to the recommendation to expel are not disputed, and
- b) the principal and Superintendent's designee believe it is in the best interest of the student, and
- c) parent/guardian and principal agree that it is unnecessary to convene an administrative hearing panel to make a recommendation to the Board to expel, and
- d) the parent/guardian voluntarily agrees to a proposed expulsion order that will be presented to the Board of Education for action.

District Administration recommends that Case #18-10, a 12th grade student at Culver City High School, be expelled from the Culver City Unified School District. The student will be expelled under the terms and conditions of a stipulated expulsion that will remain in effect until June 2010.

RECOMMENDED MOTION: That the Board approve the stipulated expulsion of Case # 18-10 until June 2010 and that the student enroll in County Community Day School.

Moved by:

Seconded by:

Vote:

BOARD REPORT

02/23/2010

14.2b

14.2b Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #19-10

Under AR 5144.1(s) a student may have an alternative to an expulsion hearing. A stipulated expulsion is a proposed recommendation to expel presented to the Board of Education that bypasses the hearing process based on agreement of the district and parent/guardian.

All of the following must occur for a stipulated expulsion to be considered:

- a) the facts leading to the recommendation to expel are not disputed, and
- b) the principal and Superintendent's designee believe it is in the best interest of the student, and
- c) parent/guardian and principal agree that it is unnecessary to convene an administrative hearing panel to make a recommendation to the Board to expel, and
- d) the parent/guardian voluntarily agrees to a proposed expulsion order that will be presented to the Board of Education for action.

District Administration recommends that Case #19-10, an 11th grade student at Culver City High School, be expelled from the Culver City Unified School District. The student will be expelled under the terms and conditions of a stipulated expulsion that will remain in effect until August 2010.

RECOMMENDED MOTION: That the Board approve the stipulated expulsion of Case # 19-10 until August 2010 and that the student enroll in County Community Day School.

Moved by:

Seconded by:

Vote:

BOARD REPORT

02/23/2010

14.2c

14.2c Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #20-10

Under AR 5144.1(s) a student may have an alternative to an expulsion hearing. A stipulated expulsion is a proposed recommendation to expel presented to the Board of Education that bypasses the hearing process based on agreement of the district and parent/guardian.

All of the following must occur for a stipulated expulsion to be considered:

- a) the facts leading to the recommendation to expel are not disputed, and
- b) the principal and Superintendent's designee believe it is in the best interest of the student, and
- c) parent/guardian and principal agree that it is unnecessary to convene an administrative hearing panel to make a recommendation to the Board to expel, and
- d) the parent/guardian voluntarily agrees to a proposed expulsion order that will be presented to the Board of Education for action.

District Administration recommends that Case #20-10, an 11th grade student at Culver City High School, be expelled from the Culver City Unified School District. The student will be expelled under the terms and conditions of a stipulated expulsion that will remain in effect until August 2010.

RECOMMENDED MOTION: That the Board approve the stipulated expulsion of Case # 20-10 until August 2010 and that the student enroll in County Community Day School.

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/23/2010

14.2d

14.2d Approval is Recommended for the Culver City Unified School District and Tri-City SELPA Annual Service Plans and Budget Plans

In compliance with the Individuals with Disabilities Education Act (IDEA), as amended in 2004, and California Education Code (EC) Section 56205 (b)(2) and Section 56001(a), the Board of Education must approve the submission of the Culver City Unified School District and Tri-City SELPA Annual Service Plans and Budget Plans. This submission follows a public hearing requesting input on February 23, 2010. The Tri-City SELPA member districts are Culver City Unified School District, Santa Monica-Malibu Unified School District and Beverly Hills Unified School District. Culver City Unified School District is the Administrative Unit.

RECOMMENDED MOTION: That the Board approves the Culver City Unified School District and Tri-City SELPA Service Plans and Budget Plans for 2009-2010.

Moved by:

Seconded by:

Vote:

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS
SELPA 2009-2010

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
210	Family training, counseling, and home visits(ages 0-2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	x			34 CFR sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0-2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.			x	34 CFR sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0-2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.			x	34 CFR sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0-2 only)	x			34 CFR sections 300.34 (c)(3), 300.226
250	Special instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP, providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	x			34 CFR sections 300.34 (c)(3), 300.226

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

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SERVICE DESCRIPTIONS
SELPA 2009-2010

Special Education Division

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260	Special education aide in regular development class, childcare center or family childcare home (ages 0-2 only)	x			34 CFR sections 300.34 (c)(3), 300.226
270	Respite care services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddlers from birth through 2, but under 3.)			x	34 CFR sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	x			34 CFR section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP	x			30 EC section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program	x			5 CCR section 3051; 30 EC section 56441.2

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

**SERVICE DESCRIPTIONS
SELPA 2009-2010**

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Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
415	<p>Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant.</p>	x			<p>5 CCR section 3051.1; 30 EC section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)</p>
425	<p>Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical</p>	x			<p>5 CCR section 3051.5; 30 EC section 56363; 34 CFR sections 300.108, 300.39 (b)(2)</p>
435	<p>Health and nursing – specialized physical health care services: Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12(b)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.</p>	x			<p>5 CCR section 3051.12; 30 EC section 56363; 34 CFR section 300.107; CEC section 49423.5(d)</p>

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS
SELPA 2009-2010

California Department of Education
Form ASP-01a (rev 10/08)

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
436	<p>Health and nursing – other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program.</p>	x			<p>5 CCR section 3051.12; 30 EC section 56363; 34 CFR section 300.107</p>
445	<p>Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.</p>	x			<p>5 CCR section 3051.16; 30 EC section 56363; 34 CFR sections 300.6, 300.105</p>

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SERVICE DESCRIPTIONS
SELPA 2009-2010

Special Education Division

CASEMI S Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
450	<p>Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.</p>	x			<p>5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(6)</p>
460	<p>Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.</p>	x			<p>5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(9); B&PC Chapter 5.7 section 2600 - 2696; GC-Interagency Agreement Chapter 26.5 section 7575(a)(2)</p>
510	<p>Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.</p>	x			<p>5 CCR section 3051.9; 34 CFR section 300.34(c)(2)</p>

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SERVICE DESCRIPTIONS
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Special Education Division

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515	<p>Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program.</p> <p>Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.</p>	x			<p>34 CFR sections 300.24.(b)(2), 300.306; 5 CCR section 3051.9</p>
520	<p>Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.</p>	x			<p>5 CCR section 3051.11; 34 CFR section 300.34(c)(8)</p>
525	<p>Social work services: Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.</p>	x			<p>5 CCR section 3051.13; 34 CFR section 300.34(c)(14)</p>

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Special Education Division

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530	<p>Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP-required psychological services are expected to supplement the regular guidance and counseling program.</p>	x			5 CCR section 3051.10; 34 CFR section 300.34 (c)(10)
535	<p>Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.</p>	x			5 CCR section 3001(d); 34 CFR section 300.34 (c)(10)
540	<p>Day treatment services: Structured education, training and support services to address the student's mental health needs.</p>	x			Health & Safety Code, Div.2, Chap.3, Article 1, section 1502(a)
545	<p>Residential treatment services: A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.</p>	x			Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, section 5671
610	<p>Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the</p>	x			5 CCR sections 3051.16, 3051.18; 34 CFR section 300.34

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

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Special Education Division

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710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.	x			5 CCR sections 3051.16, 3051.18; 34 CFR section 300.34
715	Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	x			5 CCR section 3051.16; 34 CFR section 300.34 (c)(4)
720	Audiological services: These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.	x			5 CCR section 3051.2; 34 CFR section 300.34 (c)(1)
725	Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.	x			5 CCR section 3030(d); 30 EC section 56364.1

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS
SELPA 2009-2010

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Special Education Division

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730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	x			5 CCR section 3051.3; 30 EC section 56363; 34 CFR section 300.34 (c)(7)
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	x			5 CCR section 3051.16; 30 EC section 56363; 34 CFR section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	x			5 CCR sections 3030(e), 3051.16; 30 EC section 56363; 34 CFR section 300.8 (c)(8)
745	Reading Services	x			5 CCR section 3051.16
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	x			5 CCR section 3051.16
755	Transcription Services Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.	x			5 CCR section 3051.16

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760	Recreation services, includes therapeutic recreation : therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.			x	5 CCR section 3051.15; 34 CFR section 300.34 (c)(11)
820	College Awareness College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to career planning, course prerequisites, admission eligibility and financial aid.	x			34 CFR sections 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.		x		5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
840	Career awareness: Transition services include a provision for in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.		x		5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.		x		5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

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CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
855	Job Coaching Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			30 EC section 56341.5 (f); 34 CFR section 300.344 (3)(b)
870	Travel Training (includes mobility training)	X			5 CCR section 3051.3; 34 CFR sections 300.39 (c)(7)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.	X			

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS
SELPA 2009-2010

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
900	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.	x			

Tri-City SELPA
Projected Annual Consolidated Budget Plan for 2009-2010

<u>Revenue</u>	<u>Resource #</u>	<u>Amount</u>
State Apportionment AB602	65000	\$12,667,494
State Allocated Staff Development SELPA	65350	12,372
State Low Incidence Allocation	65300	9,172
Federal Local Assistance	33100	4,308,043
Federal ARRA Local Assistance	33130	4,759,140
Local Assistance Pre-School	33200	217,125
Federal Pre-School Staff Development	33450	1,396
Federal Pre-School Support	33150	124,490
Federal ARRA Part B Pre-School	33190	168,608
Federal Part C Infant Support	33850	59,099
<u>Federal ARRA Pre-School Local Entitlement</u>	<u>33240</u>	<u>239,862</u>
	Total	\$22,566,801

Expenses

SELPA Admin. Support to Districts	\$125,661
Special Ed Program services	16,854,663
Services to Low Incidence Disabled Age 5-22 Equipment	57,692
Regionalized Program Specialists	335,243
Proportionate Funding for Private Schools	25, 932
<u>Budgeted ARRA funds</u>	<u>5,167,610</u>
	Total
	\$22,566,801

14.3a 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. At its February 9, 2010 meeting, the Board of Education adopted \$940,000 of expenditure reductions. \$740,000 of this amount were reductions to the unrestricted general fund while \$200,000 were restricted general fund reductions. The attached Phase II proposed expenditure reductions are presented for consideration and adoption.

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District approve \$1,760,000 or more of Phase II unrestricted general fund expenditure reductions for the 2010-11 school fiscal year.

Moved by:

Seconded by:

Vote:

**CULVER CITY UNIFIED SCHOOL DISTRICT
FEBRUARY 23, 2010
PHASE II**

PROPOSED BUDGET CUTS		
ITEM #	UNRESTRICTED	COST
1	Adult School	
	1a Summer ADA classes	70,000
	1b Two Afternoon ESL Classes (0.7 FTE)	38,000
	1c One Friday ESL Class (0.1 FTE)	6,000
	1d One Clerk Typist II (10 mos.)	45,000
	1e One Clerk Typist II (12 mos.)	54,000
	1f One Clerk Typist II (10 mos.)	25,000
	1g CBET Class Teacher (0.2 FTE)	10,000
	1h CBET Class Aide	5,000
	1i One Aide in the ABE	15,000
	1j Eliminate Phonics Class (0.1 FTE)	3,000
	1k Eliminate Real Estate Classes (0.3 FTE)	13,500
	1l Eliminate the Teacher Class and Security Class (0.4 FTE)	16,500
	1m Eliminate Mental Fitness Classes (0.3 FTE)	10,000
	1n Eliminate Adults with Disabilities Class (0.1 FTE)	5,000
	1o Eliminate the Older Adult Classes (0.1 FTE)	2,500
	1p Eliminate Medical Billing classes (0.7 FTE)	44,000
2	Security Department	
	2a Reduce 11 months to 10 months (2 positions)	7,400
	2b Eliminate Summer School Overtime	10,000
3	Reduce Music Program by One Teacher	61,000
4	Reduce Expenditures Related to Arts Integration Partnership w/Music Center	30,000
5	Cap General Fund Contributions to Athletic Department stipends @ \$200,000	46,000
6	Eliminate Regular Education Instructional Aides (12 positions) - SI funded	200,000
7	Eliminate Two Guidance Technician Positions (1-10.5 mos; 1-10 mos.)	107,000
8	Eliminate Elementary Library Media Clerk I Positions (3.5 FTE)	130,000
9	Eliminate Nurse (0.80 FTE)	73,000
10	Eliminate .75 Health Technician	34,000
11	Eliminate One Clerk Typist III (High School)	42,000
12	Eliminate One Clerk Typist III (Educational Services)	50,000
13	Eliminate Board Member Health Benefits	13,000
14	Eliminate Galileo for Grades 1 and 12	8,312
Subtotal Net Savings - Unrestricted		1,174,212
RESTRICTED		
15	Eliminate 18 Regular Education Instructional Aides (Title I, EIA)	260,000
Subtotal Net Savings - Restricted		260,000
Total Unrestricted & Restricted		1,434,212
PROPOSED REPLACEMENT POSITIONS		
ITEM #	POSITION	COST
16	One Adult School Registrar	55,000
17	One High School Registrar	55,000
18	Increase Adult School Coordinator by two (2) hours for WASC	3,000
19	Accounting Technician (1.5 FTE)	90,000
Total		203,000
Total Net Savings		1,231,212
PROPOSED REVENUE ENHANCEMENTS		
20	Charge \$100 for all Adult School CTE Classes	3,000
21	Charge \$20.00 Registration Fee for all Adult School ADA Classes	60,000
Total		63,000

BOARD REPORT

2/23/10

14.3b

14.3b Approval of Estoppel Agreement for Leased District Property

Wildwood School is Lessee of CCUSD's elementary school site formerly known as Betsy Ross Elementary. Wildwood School issued tax-exempt municipal bonds in 1999 and 2001 to finance construction costs for the school and is currently refinancing the outstanding principal to take advantage of lower interest rates. As a condition of this refinancing, CCUSD, as landlord, is required to sign the attached estoppel agreement.

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District authorize the Assistant Superintendent of Business Services to execute the estoppel agreement as presented.

Moved by:

Seconded by:

Vote:

RECORDING REQUESTED BY AND WHEN
RECORDED RETURN TO:

ATTN REN R HAYHURST, ESQ.
BRYAN CAVE LLP
3161 MICHELSON DRIVE, SUITE 1500
IRVINE, CALIFORNIA 92612

(SPACE ABOVE THIS LINE FOR RECORDER'S USE)

LESSOR ACKNOWLEDGMENT AND CONSENT

This LESSOR ACKNOWLEDGMENT AND CONSENT ("**Agreement**") is given on February 23, 2010 by CULVER CITY UNIFIED SCHOOL DISTRICT ("**Lessor**"), in favor of CALIFORNIA BANK & TRUST, a California banking corporation (together with its successors and assigns, "**Lender**"), with respect to the following facts:

RECITALS

A. WILDWOOD SCHOOL, INC., a California Corporation ("**Lessee**"), is the tenant pursuant to that certain "**Lease**" (as hereinafter defined) and the holder of a leasehold interest in that certain real property in the County of Los Angeles, State of California, with a street address of 12201 Washington Place, Los Angeles, California 90066, the legal description of which is more particularly described on **Exhibit "A"** hereto ("**Property**").

B. Lender has approved a loan to Lessee in the original maximum principal sum of Nine Million Dollars (\$9,000,000.00) ("**Loan**").

C. Lessee's obligations in connection with the Loan shall be evidenced by that certain Loan Agreement dated as of December 1, 2009, executed by and among Lender, Lessee and CALIFORNIA INFRASTRUCTURE AND ECONOMIC DEVELOPMENT BANK ("**Loan Agreement**"). All documents evidencing and/or relating to the Loan shall collectively be referred to herein as the "**Loan Documents**."

D. In connection with the Loan made by Lender to Lessee, Lender requires that Lessee and Lessor execute and deliver to Lender this Agreement and agree to the terms set forth herein.

NOW THEREFORE for good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, Lessor, for itself and its successors and assigns, hereby represents and warrants to Lender and covenants and agrees for the benefit of Lender as follows:

CONSENT

1. **Lease.** The term "**Lease**" shall mean that certain Agreement Between Culver City Unified School District and the University of West Los Angeles to Lease Facilities at 12201 Washington Place, Culver City, California, dated as of December 17, 1985 (as the same has been or may be amended from time to time, "**Lease**"), which Lease was assigned to Lessee pursuant to that certain

Assignment and Assumption of Lease between the University of West Los Angeles, as assignor, and Lessee, as assignee, dated as of March 17, 1992.

2. **Estoppel Provisions.** Lessor recites and confirms to Lender as follows:

2.1 Lessor has received a copy of the Loan Agreement and those certain UCC-1 financing statements (collectively, "**Financing Statements**") and approves of the filing of the Financing Statements as an encumbrance against Lessee's right, title and/or interest in any improvements, fixtures and other property located on the Property. Lessor hereby agrees that Lender shall have all of the rights of a personal property lienholder, but shall have no lien or other security interest in the real property described in the Lease or on Lessee's leasehold interest under the Lease.

2.2 Lessor has taken all necessary action and received all necessary approvals with respect to the execution and delivery of this Agreement, and the person(s) who executed this Agreement on behalf of Lessor was/were duly authorized to do so.

2.3 In the event of any default under the Loan Documents, Lessor hereby consents to Lender entering the Property for the purpose of Lender exercising its rights and remedies under the Financing Statements and the other Loan Documents including, without limitation, removing equipment, trade fixtures and other personal property from the Property and selling such equipment, trade fixtures and other personal property through an auction, at the Property or in any manner determined by Lender in its sole discretion; provided, however, Lender agrees to provide Lessor with ten (10) calendar days prior notice of such removal and to repair any damage resulting from such removal.

3. **Notice And Cure Rights.**

3.1 In the event Lessor sends any notice to Lessee pursuant to the Lease (each, a "**Notice**"), including without limitation a notice of default, notice of condemnation or notice of termination due to default, Lessor shall send a contemporaneous, duplicate copy of such Notice to Lender. Lender will have the right, but not the obligation, to cure such default and Lessor will accept Lender's cure of any default by Lessee tendered within the cure period set forth in the Lease. With respect to defaults under the Lease which cannot be cured by the payment of money or are personal to Lessee (such as any default with respect to the corporate status of Lessee, the filing of a bankruptcy of Lessee, etc.), Lessor agrees to waive each such default that Lender is reasonably incapable of curing, and Lessor has no right to terminate the Lease as a result of any such default that Lender is reasonably incapable of curing. Within 10 days after a request by Lender, Lessor shall provide Lender with a signed statement indicating whether or not any defaults exist under the Lease and such other matters concerning the Property and the Lease as Lender may reasonably request. Lessor acknowledges that while the Lease is in effect the Lessee under the Lease holds fee title to the improvements; provided, however, fee title to the improvements shall vest in Lessor upon the expiration or earlier termination of the Lease.

[The balance of this page is intentionally left blank.]

3.2 All notices to Lender shall be provided at the address set forth below or such other address or person as Lender may from time to time hereafter specify in the manner provided above:

If to Lender: CALIFORNIA BANK & TRUST
550 S. Hope Street, Suite 300
Los Angeles, California 90071
Attn: Ursula St.Geme, Vice President

With a copy to: CALIFORNIA BANK & TRUST
401 West Whittier Boulevard, Suite 200
La Habra, California 90631
Attn: Carolyn Andriesse-Carey, Senior Vice President

And a copy to : BRYAN CAVE LLP
3161 Michelson Drive, Suite 1500
Irvine, California 92612
Attn: Ren R Hayhurst, Esq.

4. Mortgagee Protections. During the continuance of the Financing Statements and the other Loan Documents and until such time as the lien of the Financing Statements shall have been extinguished, the parties agree as follows:

4.1 Lender may be a named insured on any fire and other casualty insurance policies carried by Lessee and covering all equipment, trade fixtures and other personal property of Lessee on the Property and all improvements thereto. All proceeds of any such insurance policies or condemnation award shall be held by Lender, for the benefit of Lender and Lessee and subject to disbursement or application as determined by Lender in its sole discretion.

4.2 Nothing herein shall require Lender to exercise any right or remedy under the Financing Statements or the other Loan Documents.

5. Counterparts. This Agreement may be executed in any number of counterparts, and each of the counterparts shall be considered an original and all counterparts shall constitute but one and the same instrument.

[The balance of this page is intentionally left blank.]

IN WITNESS WHEREOF, this Agreement is executed by Lessor, Lessee and Lender as of the date first set forth above.

LESSOR

CULVER CITY UNIFIED SCHOOL DISTRICT

By: _____
Name: _____
Title: _____

LESSEE

WILDWOOD SCHOOL, INC., a California Corporation

By: _____
Lee Rosenbaum, its President of the Board of Trustees

LENDER

CALIFORNIA BANK & TRUST, a California banking corporation

By: _____
Ursula St.Geme, its Vice President

EXHIBIT "A"

THE LAND REFERRED TO HEREIN IS SITUATED IN LOS ANGELES COUNTY, CALIFORNIA,
AND IS DESCRIBED AS FOLLOWS:

LOTS 112 AND 113, EAST OCEAN PARK TRACT AND PORTION OF THE GEORGE A.
SANFORD 546.42 ACRE ALLOTMENT, RANCHO LA BALLONA, AS SHOWN ON A MAP
THEREOF RECORDED IN MAP BOOK 6, PAGES 82-83, RECORDS OF THE COUNTY
RECORDER OF LOS ANGELES, CALIFORNIA.

APN No. 4235-020-901

STATE OF _____)

COUNTY OF _____)

On _____, 20__, before me, _____ (here insert name and title of the notarizing officer), personally appeared _____

_____ who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (Seal)

STATE OF _____)

COUNTY OF _____)

On _____, 20__, before me, _____ (here insert name and title of the notarizing officer), personally appeared _____

_____ who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (Seal)

STATE OF _____)

COUNTY OF _____)

On _____, 20__, before me, _____ (here insert name and title of the notarizing officer), personally appeared _____

_____ who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (Seal)

14.3c Award of Bid #188.09 – Roof Replacement

Several contractors were invited to participate and bid on our roof replacement project on 19 structures at five separate locations: El Marino, El Rincon, Lin Howe, Culver City High School and the Adult School bungalows. Notice to Bidders was published in our local newspaper on January 21 and 28, 2010. Twenty companies were present at the mandatory job walk held Thursday, February 4, 2010.

The bids were opened and publicly read aloud on Friday, February 19, 2010 at 10:00 a.m. Below is a breakdown of bids received.

Culver City Unified School District Bid #188.09	
Bidder Name	Bid Total
Letner Roofing Co.	\$342,400.00
Bligh Pacific	\$307,505.00
Pacific Builders & Roofing dba WSP Roofing	\$292,710.00
Vance & Associates Roofing, Inc.	\$272,139.37
Best Contracting Services	\$245,000.00
Cabral Roofing & Waterproofing Corp.	\$241,999.00
Rey-Crest Roofing & Waterproofing Co.	\$199,555.00

All of the bids were received on the appropriate bid form.

Funding source: Deferred Maintenance, Fund 14

RECOMMENDED MOTION: That the Governing Board of Culver City Unified School District award Bid #188.09 to Rey-Crest Roofing & Waterproofing Co. for a total dollar amount of \$199,555.00.

Moved by:

Seconded:

Vote:

BOARD REPORT

**2/23/10
14.3d**

14.3d Approval of the Energy Audit Agreement between Chevron Energy Solutions Company, a Division of Chevron USA, Inc. and Culver City Unified School District

At the October 27, 2009 Board Meeting, the Board of Education approved a comprehensive energy analysis to be conducted and completed by Chevron Energy Solutions. The attached Agreement is submitted for review and consideration, and once approved will formalize this project.

Recommended Motion: That the Board of Education approve the Energy Audit Agreement between Chevron Energy Solutions Company, a Division of Chevron USA, Inc. and Culver City Unified School District

Moved by:

Seconded by:

Vote:



Chevron Energy Solutions Company,
a division of Chevron U.S.A. Inc.

Chevron ES Project #: DWCES-32116-321
Chevron ES Contract # CU _____

ENERGY AUDIT AGREEMENT

This ENERGY AUDIT AGREEMENT (the "Agreement") is made and entered into as of February 23, 2010, between Chevron Energy Solutions Company, a Division of Chevron USA, Inc. (Chevron ES), an Energy Services Company ("ESCO"), having its principal offices at 345 California Street, 18th Floor, San Francisco, CA 94104 and Culver City Unified School District, located at 4034 Irving Place, Culver City, CA 90232 hereinafter referred to as "Customer", Chevron ES Project # 32116-321. ESCO and Customer may singularly be referred to as "Party" or collectively as "Parties".

WITNESSETH

WHEREAS, the Customer is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services, if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the Customer is in need of such special services and advice; and

WHEREAS, ESCO is specially trained and experienced and competent to perform the special services required by the Customer, and such services are needed on a limited basis; and

WHEREAS, ESCO is a company with experience and technical and management capabilities to provide for the discovery, engineering, packaging, procurement, installation, financing, maintenance and monitoring of energy conservation measures ("ECM's") for the public sector; and

WHEREAS, ESCO has delivered to Customer a response to Customer's Request for Qualification ("RFQ") pertaining to the discovery, engineering, packaging, procurement, installation, financing, maintenance and monitoring of ECM's at Customer's facilities; and

WHEREAS, in accordance with the provisions of the RFQ, the Customer desires to enter into this Agreement to have ESCO perform an energy audit ("Energy Audit") in accordance with the standards set forth in Exhibit 1, attached hereto and incorporated herein by reference; and

WHEREAS, ESCO will deliver to Customer a Comprehensive Energy Analysis/Investment Grade Solar Assessment Report ("CEA/IGSA Report") upon the completion of the Energy Audit; and

WHEREAS, Customer may select ESCO to implement selected ECM'S identified in the Energy Audit if and to the extent that the requirements of Government Code sections 4217 et seq. can be met. If applicable, the terms and conditions for such an implementation of ECM's will be established and agreed upon in a subsequent Energy Services Agreement to be negotiated between the Parties; and

WHEREAS, Customer and ESCO agree that if the requirements of Government Code sections 4217 et seq. cannot be met with regard to selected ECM'S identified in the Energy Audit or in the CEA/IGSA Report, then Customer will have to comply with applicable competitive selection requirements for such ECM's.

NOW, THEREFORE, for good and valuable consideration, the receipt of which is mutually acknowledged, the Parties hereto agree as follows:

1. ENERGY AUDIT

ESCO agrees to perform an Energy Audit in accordance with the attached Exhibit 1 entitled "STANDARDS FOR PERFORMING ENERGY AUDIT." ESCO agrees to complete the Energy Audit and to present to the Customer a draft report within 135 days from the date of receipt of the following information from the Customer for the customer facilities listed in Attachment A ("Customer Facilities") that will be covered by the Energy Audit:

1. Three years' worth of actual utility bills for all applicable utilities, beginning with the most recent month.
2. Copies of all available mechanical, architectural and electrical drawings, including single-line diagrams.
3. 8 ½" x 11" floor plans of all included buildings.
4. Copies of any geotechnical soil analysis reports.
5. Site plans/layouts in AutoCad.

Customer agrees to assist the ESCO in performing the Energy Audit by providing ESCO, its employees and agents, access to the facilities as deemed necessary by ESCO, providing minor assistance from Customer's staff as available and within staff's capabilities, providing (or causing its energy suppliers to provide, where appropriate) complete and accurate data concerning energy usage and cost for the facilities. Information provided by Customer shall be as available and may not be available in all cases. Customer agrees to work diligently to provide full and accurate information. ESCO agrees to work diligently to assess validity of information provided and to confirm or correct the information as needed.

2. COMPENSATION TO ESCO

Except as provided for below, within ninety (90) calendar days after ESCO's submission of the final CEA/IGSA Report, Customer shall compensate ESCO for performance of the Energy Audit by payment to ESCO of Sixty-Five Thousand and 00/100 Dollars (\$65,000.00). This fee is for the Energy Audit of the Customer Facilities identified in Attachment A.

- A. Customer shall have no payment obligations at the time of execution of this Agreement, but acknowledges that the fee indicated above shall be incorporated into the total contract amount in the event ESCO and Customer execute an Energy Services Agreement within ninety (90) calendar days after submission and acceptance of the final CEA/IGSA Report by ESCO to the Customer. However, if the Parties do not execute an Energy Services Agreement within ninety (90) calendar days after ESCO's submission of the final CEA/IGSA Report and acceptance thereof by Customer, then the Energy Audit fee set forth above shall be immediately due and payable by Customer to ESCO, unless the Parties mutually agree upon an extension of the ninety (90) day period.
- B. Customer and/or ESCO reserve the right to terminate this Agreement at any time during the performance of the comprehensive Energy Audit. If canceled by Customer, reasonable costs incurred by ESCO up to the date of termination would be pro-rated based on a mutually agreed upon percentage of completion, and payable by Customer.
- C. Should the ESCO determine any time during the Energy Audit that the projected savings will not support a paid-from-savings project, the Energy Audit may be terminated by ESCO. In this event, this Agreement shall be cancelled and the Customer shall have no obligation to pay any amount to the ESCO.
- D. The Parties agree and acknowledge that Customer shall have no obligation to pay any amount to ESCO under the terms of this Agreement in the event that an Energy Services Agreement cannot be entered into because a scope of services or ECM's identified in the Energy Audit or CEA/IGSA Report do not meet the requirements of Government Code sections 4217 et seq.
- E. The Parties agree and acknowledge that Customer shall have no obligation to pay any amount to ESCO under the terms of this Agreement in the event that, as a result of the Energy Audit, ESCO determines that the projected savings will not support a paid-from-savings project with net savings that are in line with the Option A spreadsheet that was presented to the Customer's Governing Board by ESCO on June 25, 2009. The Option A spreadsheet is attached hereto as Exhibit 2 and incorporated herein by reference. To the extent there is a conflict between this Agreement and the Option A spreadsheet, the terms of this Agreement will control.

3. CONTRACT DOCUMENTS

The "Contract Documents" consist of the following, all of which are as fully a part of this Agreement:

- A. This Energy Audit Agreement.
- B. Standards for Performing the Energy Audit (Exhibit 1).
- C. Attachment A, Customer Facilities.

4. INSURANCE

ESCO shall maintain, or cause to be maintained, for the duration of this Agreement, the insurance coverage outlined in A through G below, and all such other insurance as required by applicable law. Evidence of coverage will be provided to Customer upon the execution of this Agreement and thereafter on an annual basis, prior to policy expiration, via a Certificate of Insurance or a Self Administered Claims Letter.

- A. Workers' Compensation/Employers Liability Limits as follows:
 - * Workers' Compensation - Statutory
 - * Employers Liability -Bodily Injury by accident \$1,000,000 each accident
Bodily Injury by disease \$1,000,000 each employee
Bodily Injury by disease \$1,000,000 policy limit
- B. Commercial General Liability insurance with limits of:
 - * \$1,000,000 per occurrence for Bodily Injury and Property Damage
 - * \$1,000,000 General Aggregate - other than Products/Completed Operations
 - * \$1,000,000 Products/Completed Operations Aggregate
 - * \$1,000,000 Personal & Advertising Injury
 - * \$ 100,000 Fire Damage

Coverage to be written on a Claims-made form. Coverage to be at least as broad as ISO form CG 002 (07/98), without endorsements that limit the policy terms with respect to: (1) the definition of an Insured Contract, (2) provisions for severability of interest, (3) explosion, collapse, underground hazard.

- C. Auto Liability insurance for owned, hired and non-owned vehicles with limits of \$1,000,000 per accident. Coverage to be written on an Occurrence form.
- D. Professional Liability insurance with limits of:
 - * \$1,000,000 per occurrence
 - * \$1,000,000 aggregate

Coverage to be written on a Claims-made form.

E. Excess Liability insurance. Limits as follows:

- * \$1,000,000 each occurrence
- * \$1,000,000 aggregate

Coverage to be written on a Claims-made form. Coverage terms and limits to apply excess of the per occurrence and/or aggregate limits provided for Commercial General Liability, Auto Liability and Professional Liability insurance. Coverage terms and limits to also apply in excess of those required for Employers Liability.

F. Policy Endorsements.

- * The insurance specified in clause 4.A. above shall contain waivers of subrogation rights against Customer.
- * The insurance provided for under Commercial General Liability and Auto Liability above shall:
 - (1) include the Customer as an additional insured, by separate endorsement, with respect to work performed under this Agreement, and
 - (2) provide that the insurance is primary coverage with respect to all insureds and shall not be considered contributory insurance with any insurance policies of the Customer.

In lieu of any insurance required in this Section, ESCO may self insure hereunder and use a Self Administered Claims Program for this purpose. ESCO will notify Customer in writing 30 days prior to cancellation of the Self Administered Claims Program.

5. INDEMNIFICATION

Each Party agrees to defend, indemnify, and hold harmless the other Party, its Governing Board, officers, agents and employees from all losses, costs, and expenses arising out of any liability or claims of liability for personal injury, bodily injury to persons, contractual liability and damage to property sustained or claimed to have been sustained arising out of activities of the indemnifying Party, its subcontractors, or those of any of its officers, agents, or employees, whether such act is authorized by this Agreement or not; and the indemnifying Party shall pay for any and all damage to the property of the other Party, or loss or theft of such property, done or caused by such persons. Customer assumes no responsibility whatsoever for any ESCO property placed on the premises. Each Party further agrees to waive all rights of subrogation against the other Party. The provisions of this Article do not apply to any damage or losses to the extent caused solely by the negligence of a Party or any of its agents or employees.

6. ENERGY SERVICES AGREEMENT

As Customer and ESCO may pursue cost effective energy retrofits of the Customer Facilities under an Energy Services Agreement, the Parties agree to enter into good faith negotiations of an Energy Services Agreement immediately following completion of the Energy Audit.

A. The Parties agree and acknowledge that prior to entering into such negotiations of an Energy Services Agreement, the Parties must first mutually agree upon the scope of services and ECM'S identified in the Energy Audit or CEA/IGSA Report that meet the requirements of Government Code sections 4217 et seq. To the extent that a scope of services or ECM's do not meet the requirements of Government Code sections 4217 et seq., the Customer, as a California public school district, will have to comply with applicable competitive selection requirements for such scope of services or ECM's.

B. The Parties agree and acknowledge that the provisions of Section 2.D., above, shall control in the event that an Energy Services Agreement cannot be entered into because a scope of services or ECM's identified in the Energy Audit or CEA/IGSA Report do not meet the requirements of Government Code sections 4217 et seq.

7. COMMODITY MANAGEMENT SERVICES

To assist ESCO in determining if commodity management services could be beneficial to Customer, Customer may choose to provide ESCO with the following:

- A. Copies of current supply agreements, including any special electric and/or gas service agreements;
- B. Names of current third party suppliers; and
- C. Financial tools Customer is using to hedge risks associated with energy costs.

8. INDEPENDENT CONTRACTOR

ESCO shall perform as an independent contractor under this Agreement. ESCO and its employees or agents are not employees of Customer or the State of California for any purpose. This Agreement may not be construed to represent the creation of an employer/employee relationship. ESCO shall retain sole discretion in the manner and means of carrying out its activities under this Agreement.

9. NONDISCRIMINATION AND COMPLIANCE WITH LAWS

ESCO shall comply with all applicable laws, rules, regulations and policies, including, but not limited to, those relating to nondiscrimination, accessibility and civil rights. In the event that ESCO does not comply with applicable laws, rules, regulations

and policies, then Customer may terminate this Agreement in accordance with the provisions of Section 2.B., above.

10. LIMITATION OF LIABILITY

ESCO will not be liable to Customer, in connection with this Agreement or any analysis, report, or other deliverables provided hereunder for damages of any kind, including special, indirect, incidental, consequential or punitive damages, however caused, under any theory of liability and regardless of either Party's fault. If Customer uses the information provided hereunder for implementation purposes without the participation of ESCO, Customer agrees to waive and release, and indemnify and hold harmless, ESCO, its subcontractors, and their directors, employees, subcontractors, and agents from any and all liability, claims, damages, losses and/or costs associated with or resulting from such use.

11. APPLICABLE LAW / SEVERABILITY

This Agreement is governed by the laws of the State of California. If any term of this Agreement is declared by a court to be illegal or unenforceable, the validity of the other terms shall not be affected, and the rights and obligations of the Parties shall be enforced as if the Agreement did not contain that term.

12. CONFLICTS OF INTEREST

Conflicts of interest relating to this Agreement are strictly prohibited. Except as otherwise expressly provided herein, no Party nor any director, employee or agent of any Party shall give to or receive from any director, employee or agent of any other Party any gift, entertainment or other favor of significant value, or any commission, fee or rebate in connection with this Agreement. Likewise, no Party nor any director, employee or agent of any Party, shall without prior notification thereof to all Parties enter into any business relationship with any director, employee or agent of another Party or of any affiliate of another Party, unless such person is acting for and on behalf of the other Party or any such affiliate. A Party shall promptly notify the other Parties of any violation of this Section and any consideration received as a result of such violation shall be paid over or credited to the Party against whom it was charged. Any representative of any Party, authorized by that Party, may audit the records of the other Parties related to this Agreement, including the expense records of the Party's employees involved in this Agreement, upon reasonable notice and during regular business hours, for the sole purpose of determining whether there has been compliance with this Section.

13. CREDITWORTHINESS

If, at any time, Customer's credit rating falls below investment grade as defined by Moody's Investors Services (or other nationally-recognized independent rating agency), Customer agrees to provide ESCO with current information regarding its

creditworthiness upon the request of ESCO. At its sole option, ESCO may then require Customer to provide security satisfactory to ESCO, and the Work may be withheld until such security is received. If Customer deposits the contract amount into a third-party escrow account with an escrow agent and agreement acceptable to ESCO, then the terms of this paragraph are not applicable.

14. AMENDMENT

This Agreement may not be amended except by a writing executed by the Parties hereto. No oral amendment shall be enforceable, even if supported by new consideration.

15. FINGERPRINTING

Unless the Customer has determined pursuant to Education Code section 45125.2 that on the basis of scope of work in this Agreement that ESCO and its subcontractors and employees will have only limited contact with pupils, ESCO shall comply with the provisions of Education Code section 45125.01 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees. ESCO shall not permit any employee to have any contact with Customer pupils until such time as ESCO has verified in writing to the governing board of the Customer that the employee has not been convicted of a felony, as defined in Education Code section 45122.1. ESCO'S responsibility shall extend to all employees, agents, and employees or agents of its subcontracts regardless of whether those individuals are paid or unpaid, concurrently employed by the Customer, or acting as independent contractors of ESCO. Verification of compliance with this Section shall be provided in writing to the Customer prior to permitting contact with any student.

16. RIGHT OF ENTRY

Customer grants to ESCO, its employees, agents, and contractors a non-exclusive license to enter upon the Customer Facilities in order to complete the project detailed in this Agreement under the following conditions:

A. ESCO will permit only ESCO employees, agents, consultants, licensed contractors and their employees, agents and subcontractors or other responsible individuals to enter upon the Customer Facilities.

B. ESCO agrees to comply with all applicable laws, regulations, rules and permits pertaining to Customer Facilities, including but not limited to, the fingerprinting requirements set forth in Section 14, above.

C. ESCO shall promptly restore the Customer Facilities to substantially the condition they were in prior to engaging in the services detailed in this Agreement, including the

repair or replacement of any and all damage to the Customer Facilities caused by ESCO or its contractors, reasonable wear and tear excepted.

D. ESCO will not allow any mechanics' liens to be placed on the Customer Facilities. In the event any mechanics' liens are placed on the Customer Facilities, ESCO will take immediate action to remove such liens at ESCO's sole expense and will indemnify, defend, protect and hold Customer harmless from and against all such claims.

IN WITNESS WHEREOF, and intending to be legally bound, the Parties hereto subscribe their names to this Agreement.

**Chevron Energy Solutions Company, a
Division of
Chevron U.S.A., Inc.**

CUSTOMER:

Culver City Unified School District

By: _____

By: _____

Print Name: _____

Print Name: _____

Title: _____

Title: _____

Exhibit 1

STANDARDS FOR PERFORMING ENERGY AUDIT

I. Scope of Work.

The Energy Audit shall be performed as described below with regard to the Customer Facilities identified in Attachment A to the Agreement:

- A. The Customer shall provide and the ESCO shall review in detail documentation, as available, including, but not limited to:
 1. Utility company invoices up to five years, with a minimum of three years, beginning with the last available month.
 2. Utility company demand interval recordings of 15/30 minute electrical demand for characteristic months of the year, where available.
 3. Record drawings:
 - a. mechanical
 - b. plumbing
 - c. electrical
 - d. building automation and temperature controls
 - e. structural
 - f. architectural
 - g. modifications and remodels
 - h. site landscaping
 4. Results from any geotechnical soils investigations completed at the Customer Facilities.
 5. Single line diagrams for the electrical rooms at Customer Facilities.
 6. Customer Facilities site plans/layout in AutoCAD format.
 7. Original construction submittals and factory data (specifications, pump curves, etc.), where available.
 8. Test and balance reports for water and air systems, where available.
 9. A list of key contacts at each site, including Customer personnel knowledgeable of the HVAC, lighting and controls systems.
 10. 8 ½" x 11" or 11" x 17" floor plans of all Customer Facilities.

11. Energy management system and HVAC equipment operating schedules, point lists and sequences of operation.

B. Perform an inspection survey to:

1. Identify the occupancy and use schedules. Interview the facility manager, chief engineer, or others as needed.
2. Identify "process" energy use, such as production equipment, computer rooms, printing plants, parking garages, etc.
3. Obtain the hours of operation for building systems and equipment.
4. Inspect all major energy using equipment, including:
 - a. Lighting
 - b. HVAC equipment
 - c. Controls and automation
 - d. Other (process, outdoor lighting, etc.)
 - e. Pumps
 - f. Compressors
 - g. Boilers
 - h. Heat exchangers
 - i. Fan coil units
5. Identify and characterize comfort or system-function problems which may impact the performance of the retrofit work.
6. Perform "late-night" surveys outside of normal business hours or on weekends to confirm building system and occupancy schedules with prior written approval of Customer.
7. Identify viable locations for solar photovoltaic (PV) system installations and identify viable utility connection locations to tie into main electrical service.
8. Identify, prioritize and quantify Customer Facility modernization projects including:
 - a. Natatorium Building
 - b. Helms Field
 - c. Robert Frost Auditorium

C. Prepare a post-inspection status report, consisting of:

1. A list of energy retrofit opportunities and solar PV installation opportunities which appear in the judgment of the investigator to be likely to be cost effective and, therefore, warrant detailed analysis.

2. Recommendation for terminating or continuing the Energy Audit. Termination should be recommended if it appears unlikely that a project meeting the agreed cost avoidance commitment in Section 2C of the Agreement will result from the effort.
- D. Survey all major energy-using equipment. Record the following:
1. Equipment name-plate data
 2. Identification name/number and/or description
 3. Equipment location
- E. Electrical Demand - Analyze electrical usage for each building contained in the project, where existing historical sub-meter data is available. Survey electrical meters and verify meters correspond with utility records.
- F. On a representative sample of systems, observe the function of the temperature controls under actual operating conditions and/or manipulate the controls as needed to confirm the actual sequence of control (*and return to original settings*).
- G. Tabulate the data gathered during the survey and process as required. Prepare in a format suitable for inclusion in the final report.
- H. Calculate energy savings for all viable ECM's. The best method for calculating savings shall be determined by ESCO, and may include using modeling software or may involve spreadsheet analysis or other accepted, standard engineering procedures.
- I. Prepare detailed preliminary engineering for each energy retrofit option, to include:
1. A written description including:
 - a. the existing conditions
 - b. the changes to be made
 - c. the engineering principle(s) which cause energy to be saved
 2. A detailed scope of the construction work required for installation of work.
 3. Rough sizing of major equipment and a preliminary selection.
- K. Prepare construction cost estimates. Cost estimates shall be based on standard working hours unless otherwise directed by Customer.
- L. Calculate energy use and cost for each ECM.
1. For each ECM, calculate annual energy savings

2. Calculations shall generally employ computer simulation or spreadsheet analysis.
 3. If applicable, calculations shall follow the methodology of ASHRAE or other nationally recognized authority and shall be based on sound engineering principle(s).
 4. Operational and maintenance savings, if any, shall be identified as a separate line item.
- M. Prepare a preliminary measurement and verification plan, explaining how each ECM is to be measured and verified. This plan need only show intended methodologies, but is not required to identify precise instrumentation and/or formulae intended for use. This plan should be carefully enough prepared so as not to materially conflict with the final measurement and verification plan to be prepared during final negotiations of, and incorporated into, the Energy Services Agreement.
- N. Prepare a proposed "Project Cost" and a list of "Services to be Provided," in anticipation of ESCO and Customer entering into an Energy Services Agreement to design, install, and monitor the projects proposed in the Energy Audit.

Project Cost is the total amount the Customer will pay for the project. The Project Cost will compensate ESCO for its services and profits in the services desired by the Customer, which may include, but are not limited to: engineering, design, construction management, procuring, installing, training, financing, and monitoring of the ECM's, and preparation of the Energy Audit.

The list of "Services to be Provided" shall include a list of the services proposed by ESCO to be provided to Customer to implement the entire project as described in the RFQ and the cost per service, the sum of which shall equal the total Project Cost.

- O. Meet with Customer to:
1. Review the retrofit options proposed in the Energy Audit, and assemble a package of options which is compatible with the Customer's investment and infrastructure improvement goals; and
 2. Review the proposed Project Cost and list of "Services to be Provided" to determine which further services Customer may want ESCO to provide.
- P. Provide to Customer a draft CEA/IGSA Report which shall include:
1. Report:
 - a. Introduction and summary

- b. A table summarizing the recommended ECM's, each ECM's design and construction cost, the first year cost avoidance (in dollars and energy units), and simple payback
- c. Description of the existing facility, and mechanical and electrical systems
- d. Description of ECM's
- e. Description of Customer Facility modernization projects and their priority
- f. Conclusions and recommendations, including economic analysis of retrofit measures
- g. Summary per meter of utility history, energy use baseline, and applicable utility rates
- h. Measurement and verification plan

Q. Meet with the Customer to present and discuss the draft CEA/IGSA Report.

R. In accordance with the wishes of Customer, revise the CEA/IGSA Report.

S. Submit the final CEA/IGSA Report to Customer.

II. Technologies to Be Considered:

A. At a minimum, the technologies listed below, shall be considered during the performance of preliminary feasibility assessments and detailed feasibility investigations.

1. Solar PV electricity
2. Lighting fixture retrofit
3. Lighting controls
4. Building automation/direct digital controls
5. Air handling systems:
 - a. Variable volume conversion
 - b. Zone/area isolation & shutdown
 - c. Heat recovery
 - d. Outside air economizer
 - e. Return air conversion
6. Primary voltage power

ATTACHMENT (A)

CUSTOMER FACILITIES

SCHOOLS AND SITES INCLUDED IN AUDIT

**CCUSD District Office
Office of Child Development
El Marino Elementary School
El Rincon Elementary School
La Ballona Elementary School
Linwood E. Howe Elementary School
Farragut Elementary School
Culver City Middle School
Culver City High School
Culver Park Continuation
Independent Study School
Adult School**

Exhibit 2
OPTION A SPREADSHEET



Rough Order of Magnitude Project Cost for Option A

Table 2-1 Project A
Financial Aspects of Performance Based Energy Program
Culver City Unified School District
Culver City, CA
Base Program

Potential Implementation Cost	\$ 7 600 000
CEA Fee	\$65,000
Total Project Fee	\$7,665,000
Construction Period Interest	\$383,000
Subtotal	\$8,048,000
Client Buydown/Incentives	\$41,500
Total Amount Financed	\$8,006,500

Interest Rate	6.00%	(monthly payments)
Construction Int./Mo.	10.00%	6
Amortization Term:	20.00	
Total Financing Term:	20.00	
Annual Debt Service:	\$688,333	
Energy Inflation:	5.0%	
O&M Inflation:	2.0%	
M&V Inflation:	2.0%	

Project A Includes:

- Lighting Upgrades at all Facilities and School Sites
- Rate Hawk
- Solar PV at Culver City High School and Culver City Middle School



Green Program Economics for Option A

1	2	3	4	5	6	7	8	9
Year	Total Energy Savings	Operational and Maintenance Savings	CSI	Total Program Savings	Payment to Lessor	Measurement and Verification	Total Program Costs	Net Savings
0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1	\$454,000	\$13,000	\$343,400	\$810,400	\$688,000	\$0	\$688,000	\$122,400
2	\$477,000	\$13,300	\$341,700	\$832,000	\$688,000	\$0	\$688,000	\$144,000
3	\$501,000	\$13,600	\$340,000	\$854,600	\$688,000	\$0	\$688,000	\$166,600
4	\$526,000	\$13,900	\$338,300	\$878,200	\$688,000	\$0	\$688,000	\$190,200
5	\$552,000	\$14,200	\$336,600	\$902,800	\$688,000	\$0	\$688,000	\$214,800
6	\$580,000	\$14,500	\$0	\$594,500	\$688,000	\$0	\$688,000	-\$93,500
7	\$609,000	\$14,800	\$0	\$623,800	\$688,000	\$0	\$688,000	-\$64,200
8	\$639,000	\$15,100	\$0	\$654,100	\$688,000	\$0	\$688,000	-\$33,900
9	\$671,000	\$15,400	\$0	\$686,400	\$688,000	\$0	\$688,000	-\$1,600
10	\$705,000	\$15,700	\$0	\$720,700	\$688,000	\$0	\$688,000	\$32,700
11	\$740,000	\$16,000	\$0	\$756,000	\$688,000	\$0	\$688,000	\$68,000
12	\$777,000	\$16,300	\$0	\$793,300	\$688,000	\$0	\$688,000	\$105,300
13	\$816,000	\$16,600	\$0	\$832,600	\$688,000	\$0	\$688,000	\$144,600
14	\$857,000	\$16,900	\$0	\$873,900	\$688,000	\$0	\$688,000	\$185,900
15	\$900,000	\$17,200	\$0	\$917,200	\$688,000	\$0	\$688,000	\$229,200
16	\$945,000	\$17,500	\$0	\$962,500	\$688,000	\$0	\$688,000	\$274,500
17	\$992,000	\$17,900	\$0	\$1,009,900	\$688,000	\$0	\$688,000	\$321,900
18	\$1,042,000	\$18,300	\$0	\$1,060,300	\$688,000	\$0	\$688,000	\$372,300
19	\$1,094,000	\$18,700	\$0	\$1,112,700	\$688,000	\$0	\$688,000	\$424,700
20	\$1,149,000	\$19,100	\$0	\$1,168,100	\$688,000	\$0	\$688,000	\$480,100
Totals	\$15,026,000	\$318,000	\$1,700,000	\$17,044,000	\$13,760,000	\$0	\$13,760,000	\$3,284,000

Notes By Column:

- (1) Years after implementing retrofit changes
- (2) Energy Savings are escalated by 5% to account for inflation
- (3) Operational and Maintenance Savings are escalated by 2% per year. O&M Savings include avoided maintenance costs such as lamp and ballast replacements etc
- (4) California Solar Initiative Incentives
- (4) Total Program Savings are the sum of Columns (2) and (3)
- (5) Payment to Lessor is based on an annual interest rate of 6% at 20 years. Actual rate will be determined at closing
- (6) Measurement and Verification costs include on-going efficiency monitoring and guarantee of savings. Actual costs if any will be determined during the CEA
- (7) Total Program Costs are the sum of Columns (5) and (6)
- (8) Net Savings equals Total Program Savings less Total Program Costs. Columns (4) - (7)

2/23/10
14.4a

BOARD REPORT

14.4a Second Reading and Adoption 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.

RECOMMENDED MOTION: That the Board Deletes Board Policy 4361.5, Military Leave and Adopts Revised Administrative Regulation 4361.5, Military Leave.

Moved by:

Seconded by:

Vote:

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>

2/23/10
14.4b

BOARD REPORT

14.4b Approval is Recommended for Resolution #23-2009/2010 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by Certificated Employees

The Superintendent is recommending to the Board of Education that it take action on this proposed resolution reducing or discontinuing particular kinds of certificated services.

In order to meet notification deadlines for certificated personnel, the Board must act to direct the Superintendent or designee to determine which employees are to receive notice of layoff as a result of the reduction or discontinuance of particular kinds of service(s). The Superintendent or designee will follow applicable Education Codes and Board Policies in issuing appropriate notices to specific personnel on or before March 15, 2010.

This Resolution relates to the reduction or discontinuance of particular kinds of certificated service by 6.2 FTE'S.

RECOMMENDED MOTION: It is recommended that the Board of Education Approve Resolution #23-2009/2010 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by Certificated Employees.

Moved by:

Seconded by:

Vote:

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

RESOLUTION NO. 23

REDUCTION OR DISCONTINUANCE OF PARTICULAR KINDS OF SERVICE

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

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

WHEREAS, it is the opinion of this Board that the following particular kinds of service be reduced or discontinued for the 2010-2011 school year:

- | | |
|---|-----|
| 1. Assistant Superintendent—Human Resources | 1.0 |
| 2. Director of Special Projects | 1.0 |
| 3. BTSA teachers on special assignment services | 1.2 |
| 4. Testing coordinator teacher on special assignment services | 1.0 |
| 7. Independent School teaching services | 2.0 |

WHEREAS, it is the opinion of this Board that it is necessary by reason of the aforementioned reductions of service to decrease the number of certificated employees by the equivalent of 6.2 FTE employees for the 2010-2011 school year;

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

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

NOW, THEREFORE, BE IT RESOLVED, by the Governing Board of the Culver City School District, that for the 2010-2011 school year, the particular kinds of services to be provided by said District shall be and hereby are reduced to the extent hereinabove set forth.

BE IT FURTHER RESOLVED that due to the reduction or discontinuance of particular kinds of services set forth above, the legal number of employees of the District, pursuant to Education Code Section 44955, not be reemployed for the 2010-2011 school year.

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

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

The foregoing Resolution was adopted by the Governing Board of the Culver City Unified School District on the 23rd day of February, 2010 by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

President, Governing Board of the
Culver City Unified School District

I, _____, Clerk of the Governing Board of the Culver City Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on February 23, 2010.

Clerk, Governing Board of the
Culver City Unified School District



2/23/10

14.4c

BOARD REPORT

14.4c Approval is Recommended for Resolution #24-2009/2010 (HR), Regarding Determination Of Seniority Among Certificated Employees With The Same Seniority Date (“Tie-Breaker Resolution”)

As the District prepares to implement the reduction or discontinuance of particular kinds of services, it is a requirement to have Board direction regarding the determination of seniority among certificated employees with the same first date of paid service in probationary status. Consequently, the Board must act to direct staff as to the specific criteria to be used in making these determinations as necessary.

RECOMMENDED MOTION: It is recommended that the Board of Education approve Resolution #24-2009/2010 (HR), Regarding Determination of Seniority Among Certificated Employees with the same Seniority Date (“Tie-Breaker Resolution”)

Moved by:

Seconded by:

Vote:

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

RESOLUTION NO. 24

**DETERMINATION OF SENIORITY AMONG CERTIFICATED EMPLOYEES
WITH THE SAME SENIORITY DATE ("Tie-Breaker Resolution")**

WHEREAS, pursuant to Education Code Section 44955, the Board is required, as between employees who first rendered paid service to the District on the same date, to determine the order of termination solely on the basis of the needs of the District and its students; and

WHEREAS, Education Code Section 44955 requires that upon the request of any employee whose order of termination is determined as stated above, the governing board shall furnish in writing no later than five (5) days prior to the commencement of the hearing held in accordance with Section 44949, a statement of the specific criteria used in determining the order of termination and the application of the criteria in ranking each employee relative to the other employees in the group.

NOW, THEREFORE, BE IT RESOLVED, as follows:

1. That this Board determines that the needs of the District and the students of this District are best served by resolving seniority ties within the meaning of Education Code Sections 44955, subdivision (b) (third paragraph) and Section 44846, by applying the criteria set forth in paragraphs 4 through 19 below;
2. That as between employees who first rendered paid service to the District in a probationary post on the same date, the order of termination of said employees shall be determined by reference to the criteria which follow and the application thereof to each employee;
3. That the criteria set forth in paragraphs 4 through 19 below are listed in priority order and each criterion shall be used only if the preceding criteria do not delineate the order of termination;
4. As between certificated employees possessing the same seniority date as defined in Education Code Section 44845, employees who possess a currently valid Bilingual Authorization and an internship credential, a preliminary credential or a professional clear credential (or their equivalent, if any, under previous provisions of law), will be regarded as having greater seniority for purposes of determining seniority order;
5. Assuming that the preceding paragraph does not resolve all ties between employees having the same seniority date, then employees possessing a currently valid English Learner Authorization (or its equivalent under previous provisions of law, or other document permitting the instruction of English Language Learners) and an internship credential, a preliminary credential or a professional clear credential (or their equivalent, if any, under previous provisions of law) will be regarded as having greater seniority for purposes of determining seniority order;

6. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, and possessing at least a English Learner Authorization (or its equivalent under previous provisions of law, or other document permitting the instruction of English Language Learners), then certificated employees currently holding a valid professional clear credential (or its equivalent under previous provisions of law) with the broader scope of services, as defined by supplementary authorizations or majors, as the case may be, will be regarded as having greater seniority for purposes of determining seniority order;
7. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, and possessing at least a English Learner Authorization (or its equivalent under previous provisions of law, or other document permitting the instruction of English Language Learners), the certificated employees holding a preliminary credential with the broader scope of service, as defined by supplementary authorizations or majors, as the case may be, will be regarded as having greater seniority for purposes of determining seniority order;
8. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, and possessing at least a English Learner Authorization (or its equivalent under previous provisions of law, or other document permitting the instruction of English Language Learners), then certificated employees currently holding an internship credential will be regarded as having greater seniority for purposes of determining seniority order;
9. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, and possessing at least a English Learner Authorization (or its equivalent under previous provisions of law, or other document permitting the instruction of English Language Learners), then as between certificated employees holding the same credential the employee having the greater amount of teaching experience, shall be given preference for purposes of determining seniority order. Teaching experience shall be evaluated in the following priority order:
 - a) previous complete school years of teaching experience in CCUSD;
 - b) previous complete school years of public school teaching experience outside CCUSD;
 - c) previous years of private school teaching experience;
 - d) completed student teaching experience in CCUSD;
 - e) completed student teaching experience outside CCUSD
10. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, and there are employees possessing a professional clear credential, or a preliminary credential, or an internship credential (or their equivalent, if any, under previous provisions of law), and who do not possess at least a English Learner Authorization (or equivalent under previous provision of law, or other document permitting the instruction of English Language Learners), then the certificated employee holding a professional clear credential (or its equivalent under previous provisions of law) shall be given preference for purposes of determining seniority order over those holding a less permanent credential such as, and in order of preference: a) a preliminary credential or, b) and internship credential;

11. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, and there are employees possessing a professional clear credential, or a preliminary credential, or an internship credential (or their equivalent, if any, under previous provisions of law), and who do not possess at least a English Learner Authorization (or equivalent under previous provisions of law, or other document permitting the instruction of English Language Learners), then as between employees holding the same credential, the certificated employee with the broader scope of service, as defined by supplementary authorization or majors, as the case may be, will be regarded as having greater seniority for purposes of determining seniority order;
12. If a tie still exists, the winner would be the certificated employee with the earliest date of service in any position (certificated or classified) within the District, other than as a day-to-day substitute;
13. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees with the following authorization to teach or serve in the following areas, in order of preference, will be regarded as having greater seniority for purposes of determining seniority order:
 - a) Speech and Language
 - b) Special Education with mild to moderate and moderate to severe authorizations
 - c) Special Education with mild to moderate authorization
 - d) Special Education with moderate to severe authorization
 - e) Mathematics
 - f) Foundational mathematics
 - g) Chemistry
 - h) Physics
 - i) Geosciences
 - j) Biological sciences
 - k) Health science
 - l) Home economics
 - m) Foreign Languages
 - n) Fine Arts
 - o) English
 - p) Social Sciences/Social Studies
 - q) History
 - r) Business/Computer Education
 - s) Multiple Subjects
 - t) Physical Education
 - u) Designated Subjects Vocational Education
 - v) Pupil Personnel Services – Counseling
 - w) Pupil Personnel Services - Psychologist
 - x) Early Childhood Education Specialist
 - y) Pupil Personnel Services, Nursing
 - z) Librarian
14. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees with a Ph.D./Ed.D. from an accredited institution of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing a Master's Degree from an

accredited institution of higher education. Similarly, employees with a Master's Degree from an accredited institution of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing only a Bachelor's Degree.

15. Assuming that the preceding paragraphs do not resolve all ties between certificated employees having the same seniority date, then certificated employees will be ranked by total semester credits earned at an accredited institution of higher education after earning a Bachelor's Degree starting with the greatest number of credits to the least number of credits.
16. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees possessing English Learner Authorization or equivalent certification permitting the instruction of English Language Learners on a permanent basis will be regarded as having greater seniority than employees possessing only an Emergency English Learner Authorization.
17. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then the employee with the earlier first effective date of issuance of a clear credential (or its equivalent under previous provisions of law) authorizing a classroom teaching assignment will be regarded as having greater seniority for purposes of determining seniority order.
18. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then the employee with the earlier first effective date of issuance of a preliminary credential authorizing a classroom teaching assignment will be regarded as having greater seniority for purposes of determining seniority order.
19. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then any remaining seniority ties shall be resolved by a random drawing by lot.

Such criteria shall be applied to rank the order of individuals for purposes of layoff and reemployment, subject to exceptions allowed by law;

The foregoing Resolution was adopted by the Governing Board of the Culver City Unified School District on the 23rd day of February, 2010 by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

President, Governing Board
Culver City Unified School District

I, _____, Clerk of the Governing Board of the Culver City Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its special meeting held on February 23, 2010.

Clerk, Governing Board
Culver City Unified School District

BOARD REPORT

14.4d Approval is Recommended for Resolution #25-2009/2010 (HR), Action to Reinstate One Classified Position Previously Eliminated on Resolution #27-2008/2009 (HR)

Due to the needs of the District and the pupils it serves, it is necessary to take action to reinstate one classified position previously eliminated for lack of work and/or lack of funds.

RECOMMENDED MOTION: It is recommended that the Board approve Resolution #25-2009/2010 (HR), to reinstate one classified position as presented.

Moved:

Seconded by:

Vote:

RESOLUTION #25-2009/2010 (HR), ACTION TO REINSTATE ONE CLASSIFIED POSITION PREVIOUSLY ELIMINATED ON RESOLUTION #27-2008/2009 (HR)

BE IT RESOLVED that the Governing Board of the Culver City Unified School District hereby determines that the following classified position be reinstated.

<u>Position</u>	<u>No. Affected</u>	<u>Impact</u>
Accounting Technician – 8 hours per day, 12 months per year	1	Reinstate

BE IT FURTHER RESOLVED by the Governing Board as follows:

1. That it is in the best interest of the District and of the pupils of the District that the Board reinstate said classified position as specified above.
2. That said reinstatement shall become effective on February 24, 2010.

Adopted by the Governing Board of the Culver City Unified School District on February 23, 2010, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

Clerk, Governing Board of the
Culver City Unified School District

BOARD REPORT

14.4e Approval is Recommended for Resolution #26-2009/2010 (HR), Regarding Layoff of Classified Vacant Position

It is necessary to take action to abolish one classified position for lack of work and/or lack of funds.

RECOMMENDED MOTION: It is recommended that the Board approve Resolution #26-2009/2010 (HR), authorizing the elimination of one classified position.

Moved:

Seconded by:

Vote:

RESOLUTION #26-2009/2010 (HR), REGARDING LAYOFF OF CLASSIFIED VACANT POSITION

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

<u>Position</u>	<u>No. Affected</u>	<u>Impact</u>
Clerk Typist III (High School) – 8 hours per day, 10 1/2 months per year	1	Eliminate

BE IT FURTHER RESOLVED by the Governing Board as follows:

1. That due to a lack of funds and/or lack of work, the number of classified employees and the amount of service rendered shall be reduced by layoff as specified above, pursuant to Education Code Section 45308.
2. That said layoff shall become effective on February 24, 2010, subject to negotiations to the extent required by law.

Adopted by the Governing Board of the Culver City Unified School District on February 23, 2010, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

Clerk, Governing Board of the
Culver City Unified School District

BOARD REPORT

14.4f Approval is Recommended for Resolution #27-2009/2010 (HR), Regarding Layoff of Classified Personnel

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

RECOMMENDED MOTION: It is recommended that the Board approve Resolution #27-2009/2010 (HR), authorizing the elimination of one classified position.

Moved:

Seconded by:

Vote:

**RESOLUTION #27-2009/2010 (HR), REGARDING LAYOFF OF CLASSIFIED
PERSONNEL**

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

<u>Position</u>	<u>No. Affected</u>	<u>Impact</u>
Account Clerk III (Pupil Personnel Services) – 8 hours per day, 3 days per week	1	Eliminate

BE IT FURTHER RESOLVED by the Governing Board as follows:

1. That due to a lack of funds and/or lack of work, the number of classified employees and the amount of service rendered shall be reduced by layoff as specified above, pursuant to Education Code Section 45308.
2. That the Superintendent is directed to give notice of layoff to the affected classified employees pursuant to the requirements of law.
3. That said layoff shall become effective on May 31, 2010, subject to negotiations to the extent required by law.
4. That the employees laid off pursuant to this Resolution shall be eligible for reemployment pursuant to Education Code section 45298.

Adopted by the Governing Board of the Culver City Unified School District on February 23, 2010, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

Clerk, Governing Board of the
Culver City Unified School District

BOARD REPORT

14.4g Approval is Recommended for Resolution #28-2009/2010 (HR), Regarding Layoff of Classified Personnel

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

RECOMMENDED MOTION: It is recommended that the Board approve Resolution #28-2009/2010 (HR), authorizing the elimination of one classified position.

Moved:

Seconded by:

Vote:

**RESOLUTION #28-2009/2010 (HR), REGARDING LAYOFF OF CLASSIFIED
PERSONNEL**

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

<u>Position</u>	<u>No. Affected</u>	<u>Impact</u>
Secretary I (Culver Park – Independent Studies) – 8 hours per day, 10 1/2 months per year	1	Eliminate

BE IT FURTHER RESOLVED by the Governing Board as follows:

1. That due to a lack of funds and/or lack of work, the number of classified employees and the amount of service rendered shall be reduced by layoff as specified above, pursuant to Education Code Section 45308.
2. That the Superintendent is directed to give notice of layoff to the affected classified employees pursuant to the requirements of law.
3. That said layoff shall become effective on June 30, 2010, subject to negotiations to the extent required by law.
4. That the employees laid off pursuant to this Resolution shall be eligible for reemployment pursuant to Education Code section 45298.

Adopted by the Governing Board of the Culver City Unified School District on February 23, 2010, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

Clerk, Governing Board of the
Culver City Unified School District

BOARD REPORT

14.4h Approval is Recommended for Resolution #29-2009/2010 (HR), Regarding Layoff of Classified Vacant Supervisory Position

It is necessary to take action to eliminate one classified supervisory position for lack of work and/or lack of funds.

RECOMMENDED MOTION: It is recommended that the Board approve Resolution #29-2009/2010 (HR), authorizing the elimination of one classified supervisory position.

Moved:

Seconded by:

Vote:

RESOLUTION #29-2009/2010 (HR), REGARDING LAYOFF OF CLASSIFIED VACANT SUPERVISORY POSITION

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

<u>Position</u>	<u>No. Affected</u>	<u>Impact</u>
Accounting Supervisor – 8 hours per day, 12 months per year	1	Eliminate

BE IT FURTHER RESOLVED by the Governing Board as follows:

1. That due to a lack of funds and/or lack of work, the number of classified employees and the amount of service rendered shall be reduced by layoff as specified above, pursuant to Education Code Section 45308.
2. That said layoff shall become effective on February 24, 2010.

Adopted by the Governing Board of the Culver City Unified School District on February 23, 2010, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

Clerk, Governing Board of the
Culver City Unified School District