

## BOARD MEETING NOTICE AND AGENDA

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

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

June 8, 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 G. Siever, Member

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

#### 3. RECESS TO CLOSED SESSION

- 3.1 Conference with Labor Negotiator (Pursuant to GC §54957.6)  
Agency Designated Representatives: Patricia Jaffe, Assistant Superintendent, Human Resources; Ali Delawalla, Assistant Superintendent Business Services; and Dr. Myrna Rivera Coté, Superintendent  
Employee Organizations: Culver City Federation of Teachers (CCFT); Association of Classified Employees (ACE); and Management Association of Culver City Schools (MACCS)
- 3.2 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54947)  
(1 Employee)

3.3 Potential Litigation (Pursuant to subdivision (b) of GC §54956.9)  
(2 Potential Cases)

3.4 Public Appointment/Employment (Pursuant to GC §54947)  
Certificated Personnel Services Report No. 21  
Classified Personnel Services Report No. 21

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 7:00 p.m.**

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

5.2 Flag Salute

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

7. **PUBLIC HEARING - None**

8. **ADOPTION OF AGENDA**

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

9. **CONSENT AGENDA**

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

- 9.1 Approval is Recommended for the Minutes of Regular Meeting – May 25, 2010
- 9.2 Approval is Recommended for Purchase Orders and Warrants
- 9.3 Approval is Recommended for Acceptance of Gifts - Donations
- 9.4 Approval is Recommended for the Certificated Personnel Reports No. 21
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 21
- 9.6 Approval is Recommended for Three Culver City Middle School Teachers and 7<sup>th</sup> Grade GATE Students to Attend the GATE Field Trip on Catalina Island, October 15-17, 2010
- 9.7 Approval is Recommended for one CCHS Student's participation in the California Interscholastic Federation State Championships in Fresno, California, June 3-5, 2010

- 9.8 Approval is Recommended for CCMS Students and Coaches to Participate in Cheer Camp at UCLA, August 8-12, 2010
- 9.9 Approval is Recommended for the Renewed Contract with Assessment Technology, Inc. for 2010-2011

**10. AWARDS, RECOGNITIONS AND PRESENTATIONS**

- 10.1 Student All League Athlete Recognition
- 10.2 Culver City Education Foundation - Building Blocks for Education
- 10.3 Culver City Unified School District Retiree Recognition

**11. PUBLIC RECOGNITION**

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

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

**12. INFORMATION ITEMS**

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

- 12.1 First Reading of Revised Administrative Regulation 5144.2, Students – Suspension and Expulsion/Due Process (Students with Disabilities)

**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 - None

**14.2 Education Services Items**

14.2a Approval is Recommended for the CCUSD Technology Plan

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

**14.3 Business Items - None**

**14.4 Personnel Items**

14.4a Approval is Recommended for Revised Job Description – Director of Pupil Personnel Services

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

**15. BOARD BUSINESS**

15.1 Board Committee Structure

**16. ADJOURNMENT**

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

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

**FUTURE MEETINGS**

June 22 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place  
July 13 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

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

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

<b>Meeting:</b>	<b><u>Regular Meeting</u></b>	<b>Date:</b>	<b><u>May 25, 2010</u></b>
<b>Place:</b>	<b><u>District Administration Office</u></b>	<b>Time:</b>	<b><u>6:00 p.m. – Public Meeting</u></b>
	<b><u>4034 Irving Place</u></b>		<b><u>6:01 p.m. – Closed Session</u></b>
	<b><u>Culver City 90232</u></b>		<b><u>7:00 p.m. – Public Meeting</u></b>

**Board Members Present**

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  
Ali Delawalla  
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 7:05 p.m. with all Board members in attendance. Alan Elmont led the Pledge of Allegiance.

**Report from Closed Session**

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

Ms. Paspalis announced that passing of student Jacob Olivarri, and read comments that she had received from students about Mr. Olivarri. Ms. Paspalis asked for a moment of silence.

**7. Public Hearing**

**7.1 Tier III Flexibility Program**

Mr. Gourley opened the Public Hearing at 7:07 p.m. and asked for an explanation of the program. Mr. Delawalla explained what the Flexibility Program was and how the funds could be used. He further explained that the funds are already in the general fund and they are not restricted. Mr. Gourley provided additional information and explained that the District is not getting additional money from the state. It was moved by Mr. Zeidman and seconded by Ms. Paspalis to close the Public hearing. The motion was unanimously approved. The Public Hearing was closed at 7:15 p.m.

**8. Adoption of Agenda**

It was moved by Mr. Zeidman that the Board adopt the May 25, 2010 agenda with the amendment to move Item 10, Awards, Recognitions and Presentations, to follow item 8, Adoption of Agenda; and move Item 12, Information Item, forward to follow Item 10, Awards, Recognitions, and Presentations. The motion was unanimously approved.

**10. Awards, Recognitions and Presentations**

**10.1 Recognition of Rotary Club Donation of Dictionaries to Third Graders**

Dr. Coté provided information on the contributions of the Culver City Rotary Club to the community and to the District. She read the Proclamation that was signed by all Board members. President Bill Gardner accepted the Proclamation on behalf of the Rotary Club and thanked Dr. Coté and the Board for the recognition.

**10.2 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 May. The recipients were Danielle Martinez from El Marino School; Luke Moniz from El Rincon Elementary; Hailee Saldivia from La Ballona School; Natalie Monge from

Linwood E. Howe School; Nicholas Federizo Jimenez from Farragut School; Kaitlyn Sawyer from Culver City Middle School; Jessica Escoto from Culver Park High School; and Benjamin Humphrys 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.

## 12. Information Items

### 12.1 May Revise and Year-End Budget Projections

Mr. Delawalla presented information on the Governor's May Revise to the 2010-2011 State budget and its effect on Culver City Unified School District. Also presented were the year-end budget projections for the District. Board members thanked Mr. Delawalla for his presentation.

## 14. Action Items

### 14.2 Education Services Items

#### 14.2b Approval is Recommended for New Culver City High School Class – Spanish 1 Immersion/Native Speakers

Claudia Vizcarra stated that she was in support of the program, but asked the Board to look at the root problem of the immersion program. Jenny Manriquez felt the proposed program was great, but the immersion program at the middle school and high school needed improvement. She asked the Board to consider assembling a task force to help keep the students interested in the immersion program once they got to middle school and high school since it is considered an elective at that point. Mr. Silbiger agreed with the speakers and asked that a presentation be brought to the Board with additional information on the immersion program. Ms. Paspalis commented that she would like to see the same energy put into making the district an immersion district, just as it was in the district becoming an Arts for All district. Ms. Paspalis and Ms. Siever agreed that a presentation should be brought to the Board. It was moved by Mr. Zeidman and seconded by Ms. Siever that the Board approve the New Culver City High School Class – Spanish 1 Immersion/Native Speakers as presented. The motion was unanimously approved.

## 11. Public Recognition

### 11.3 Members of the Audience

Members of the audience spoke about:

- Kathy McConkey extended an invitation to the Board and the administration to attend the 2<sup>nd</sup> Annual Java Gala benefit for AVPA Saturday June 12<sup>th</sup> at the Kirk Douglas Theatre.
- Mario Balibrera, a teacher at the middle school, spoke about his Foreign Language program. He stated his concern about his Spanish classes not being offered.
- Andrew Pascoe stated his concerns about the recent negative comments made against the music program. He shared his ideas on ways to educate students more, and spoke against the recent cuts to the Music Department. Mr. Silbiger requested to get enrollment information on the elective classes.
- Liz Kinnon stated that she realized it was a tough time for everyone, and shared her appreciation for everyone's hard work. She inquired as to what employees would be included in furlough days. Mr. Zeidman responded that all employees would be affected. Ms. Kinnon also thanked Mr. Delawalla for his presentation. She asked everyone to respect each other through this process and keep the students first.
- Davie Mielke stated he was happy there was a tentative agreement between the District and the teacher's union. He reported that teachers agreed to five furlough days, and stated his reasons why negotiations took so long. He read a statement from the School News publication and asked when the statement was made because there was incorrect information.

### 11.1 Student Representatives' Reports

#### Middle School Student Representative

Evan Wilson, Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including the Annual Variety Show on June 4<sup>th</sup>; the 8<sup>th</sup> Grade Awards on June 10<sup>th</sup>; the 8<sup>th</sup> grade yearbook signing on June 15<sup>th</sup>; the 8<sup>th</sup> grade picnic at Vets Auditorium; and Promotion on June 18<sup>th</sup>.

**Culver Park Student Representative**

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

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

Noya Kansky, Student Board Member, reported on activities at Culver City High School, including the success of the UCLA Blood Drive; the upcoming Grad Night at Disneyland; the Summerfest event; Prom festivities; and AVPA's upcoming performance of "Yellow Boat" at the Black Box Theater.

Mr. Gourley called for item 14.1a and 14.1b to come next on the agenda.

**14. Action Items**

**14.1 Superintendent's Items**

**14.1b Approval is Recommended for a Renewed Contract for the Position of Assistant Superintendent of Educational Services**

Melinda Williams, Director of Education at the Music Center shared her thoughts about the great work being done by Ms. Gwenis Laura. Hank Linderman, parent and co-chair on the Anti-Bullying Task Force, spoke in support of Ms. Laura and complimented her gentle nature. Mark Slavkin, Vice President of the Music Center, spoke in support of Ms. Laura and wanted everyone to understand the role that the District has played in the Arts for All Program. He also spoke about the importance of partnerships and commended Dr. Coté, Ms. Laura, and Ms. Bush on cultivating great partnerships for the program. David Mielke shared the union's issues with the contracts and stated that his comments were not directed at the individuals, but at the actual positions. Inez Bush shared her thoughts in support of Ms. Laura. Peter Bian spoke in support of Ms. Laura and shared some of the District's accomplishments under her leadership. Casey Chabola inquired about the mileage reimbursement clause in the contracts, and asked if there is reimbursement to staff for travel to different school sites. Helen Dunton stated that she moved to Culver City because of the great schools, and she felt that to add more administrators and cut teachers would be unbelievable. Jon Bakunin wanted to comment that the students learn at the school sites. He stated that he had been assigned to drive around town for matters regarding textbook adoptions and he never asked for mileage reimbursement. Dr. Coté stated that her recommendation is approval on items 14.1a and 14.1b. Mr. Silbiger commended Ms. Laura on the work she has done for the District, especially with the arts. He then stated his concerns on the mileage allowance and how he amazed he was on the e-mails he has received regarding the issue. Mr. Silbiger would like the travel allowance changed to a reimbursement. Ms. Siever stated she initially had an issue with the mileage allowance, but then it was explained to her. Mr. Zeidman read a statement which shared his thoughts on making decisions that are best for the District, and not to just please any specific group. His statement also included how he came to his decision on the mileage allowance. Ms. Paspalis commented that staff might have a little higher mileage one month and lower mileage in others. To do a reimbursement would probably cost more money for the District after staff having to process the paperwork and cut checks. It was moved by Ms. Paspalis and seconded by Ms. Siever for the Board to approve keeping the position of Assistant Superintendent of Educational Services. The motion was unanimously approved. It was then moved by Ms. Paspalis and seconded by Mr. Zeidman to approve the Renewed Contract for the Position of Assistant Superintendent of Educational Services as presented. The motion was approved with a vote of 4 – Ayes and 1 – Nay by Mr. Silbiger.

**14.1a Approval is Recommended for a New Contract for the Position of Assistant Superintendent of Business Services**

It was moved by Ms. Paspalis and seconded by Ms. Siever to approve keeping the position of Assistant Superintendent of Business Services. The motion was unanimously approved. It was then moved by Ms. Paspalis and seconded by Mr. Zeidman that the Board approve the New Contract for the Position of Assistant Superintendent of Business Services as presented. The motion was approved with a vote of 4 – Ayes and 1 – Nay by Mr. Silbiger.

**13. Recess**

The Board recessed at 8:55 p.m. and reconvened at 9:05 p.m.

**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 and Ms. Siever requested that 9.1 be withdrawn. Dr. Coté noted that in Item 9.4, number 1a was pulled. It was moved by Mr. Zeidman and seconded by Mr. Silbiger to approve Consent Agenda Items 9.2, 9.3, 9.5 – 9.9 as presented. The motion was unanimously approved.

9.2 Purchase Orders

9.3 Acceptance of Gifts

9.5 Classified Personnel Reports No. 20

9.6 Acceptance of the Enrollment Report

9.7 Tracy Pumilia, El Marino Principal, to Attend the International Spanish Academy in Comillas, Cantabria, Spain, June 21-23, 2010

9.8 2010-2011 Designation of CIF Representatives to the Ocean League

9.9 Office of Child Development Agency Annual Report

**9.1 Approval is Recommended for the Minutes of Regular Meeting – May 11, 2010; and Special Meeting – May 13, 2010**

Ms. Paspalis corrected the May 13, 2010 Minutes to reflect that Vice President, Scott Zeidman, adjourned the meeting. Ms. Siever corrected the header of the May 11, 2010 Minutes to reflect the correct month of May. Ms. Siever asked for it to state in item 11.5 of the May 11, 2010 Minutes that Adia Benton was a Culver City Unified student. Ms. Siever also requested clarification to her statement on the May 11, 2010 Minutes on page 102. She felt it read as if she would be hosting a grant writing workshop. She asked that it be clarified it would be arranged to get grant writers together from the District and West L.A. College to have a workshop. It was moved by Mr. Silbiger and seconded by Ms. Siever to approve the Minutes of Regular Meeting – May 11, 2010; and Special Meeting May 13, 2010 as revised. The motion was unanimously approved. Liz Kinnon asked for a correction to item 11.3. She asked that a speaker's name, Nicholas, be removed and corrected to Kevin Mitchell.

**9.4 Approval is Recommended for the Certificated personnel Reports No. 20**

Dr. Coté stated that item 1A Extra Assignment was pulled from the report. Ms. Siever inquired as to what would be the total amount of the assignments. It was moved by Mr. Silbiger and seconded by Mr. Zeidman that the Board approve the Certificated Personnel Report No. 20 with the removal of item 1A. The motion was unanimously approved.

**11. Public Recognition – cont.**

**11.1 Superintendent's Report**

Dr. Coté thanked David Mielke, his negotiating team, Mrs. Jaffe, and the District's team for all of their hard work to settle negotiations. Dr. Coté provided an update on a recent historic lawsuit filed against the State, Robles-Wong, et al. vs. the State of California. The suit asks the court to "compel the state to align its funding policies and mechanisms with its educational programs." She also provided an updated that the state is trying to push through an application for the second round of Race to the Top funding. Dr. Coté reported on the Downtown Business Association organizing a fundraiser for the elementary garden projects at the beginning of June. She announced Nash Valenzuela, an Independent Study student, having won Congresswoman Diane Watson's art contest and he would be going to Washington, D.C. to participate in the ceremonies and see his artwork hanging in the US Capitol. Dr. Coté also announced AVPA Art students, Angie Bac and Azalie Walsh were chosen to serve as interns for the LA County Museum of Art for the 2010-2011 school year.

**11.2 Assistant Superintendents' Reports**

Ms. Laura provided an update on the 2<sup>nd</sup> Anti-Bullying Forum. She reported that the CCEF grants were being submitted, and gave an update on the Arts for All program. Ms. Laura also shared her experience in attending the "Darn Yankees" performance. She thought it was great.

Mrs. Jaffe reported on her attendance at the "Darn Yankees" performance and thought it was fabulous. She thanked Mr. Mielke, his team, the CCUSD team, and mediator for all of their hard work.



**11.5 Members of the Board**

Board Members spoke about:

- Ms. Siever commented on her attendance at the CSBA Delegate Assembly and told the Board that she would be doing a one page report that she would like attached to the Minutes. She stated that she thinks the Board needs to meet to discuss its goals and objectives. Ms. Siever requested a Thank You letter be sent to Larry Eisenberg for facilitating the "Going Green" Board workshop. She also would like the Board to discuss future Board committees and their structure.
- Mr. Silbiger commented on his attendance at the Anti-Bullying meeting; and the Linwood Howe "Buckaroo Bash." He commended Amy Anderson and staff for a great event. He thought the musical at the middle school was very good and a lot of credit goes to the Music Department. Mr. Silbiger thanked Dr. Coté for following up on possibly moving the Board meetings. He also gave the Board his written suggestions for committee structure. Mr. Silbiger responded to Mr. Mielke's earlier comment. Mr. Silbiger confirmed it was his article in School News and it was written prior to making decisions on positions being cut.
- Ms. Paspalis reported on her attendance at "Darn Yankees." She thought it was great. Ms. Paspalis requested to have a presentation on K-12 immersion and to approve secondary immersion. She would also like to hear more information on energy savings.
- Mr. Zeidman reported on an article he read regarding Chevron.
- Mr. Gourley stated he would like the name of the teacher that had students send him letters on Styrofoam cups, and he would like permission to speak to the students. He also extended an apology to the student that was referenced earlier in the meeting and asked Ms. Kinnon for the student's contact information so he could speak to him personally.

**14. Action Items – cont.****14.2 Education Services Items – cont.****14.2a Approval is Recommended for Revisions to Culver City High School's Graduation Requirements**

It was moved by Mr. Zeidman and seconded by Mr. Silbiger to approve the Revisions to Culver City High School's Graduation Requirements as presented. The motion was unanimously approved.

**14.3 Business Items – None****14.4 Personnel Items****14.4a Third Reading and Adoption of Revised Board Policy/Administrative Regulation 1240, Volunteer Assistance**

It was moved by Mr. Zeidman and seconded by Ms. Paspalis to adopt the Revised Board Policy/Administrative Regulation 1240, Volunteer Assistance as presented. The motion was unanimously approved.

**14.4b Third Reading and Adoption of Revised Board Policy/Administrative Regulation 4127/4227/4327, Temporary Athletic Team Coaches**

It was moved by Mr. Zeidman and seconded by Ms. Siever to adopt the Revised Board Policy/Administrative Regulation 4127/4227/4327, Temporary Athletic Team Coaches as presented. The motion was unanimously approved.

**14.4c Approval is Recommended for a New Job Description – Assistant Director of Special Education**

Dr. Coté explained that this was not a new position. It was a new job description. Mr. Mielke commented that the unions were anticipating a streamline in administration. Mr. Silbiger felt that if ever the District needed an administrator it would be in this area and requested the item be postponed for two weeks. Ms. Siever agreed. Further discussion ensued as to whether or not the decision could be held off for two weeks. Mr. Silbiger moved to hold off the decision for two weeks. Ms. Siever seconded the motion. The motion did not pass with a vote of 2 – Ayes and 3 – Nays by Ms. Paspalis, Mr. Gourley, and Mr. Zeidman. It was moved by Mr. Zeidman and

seconded by Ms. Paspalis that the Board approve the New Job Description – Assistant Director of Special Education as presented. The motion was approved with a vote of 3 – Ayes; 1 – Nay by Mr. Silbiger; and 1 – Abstention from Ms. Siever.

**14.4d Approval is Recommended for A New Job Description – Director of Human Resources**

Ms. Siever stated she would like to see what the old job descriptions look like and asked for a few changes in wording. It was moved by Mr. Zeidman and seconded by Ms. Paspalis that the Board approve the New Job Description – Director of Human Resources as revised. The motion was unanimously approved.

**14.4e Approval is Recommended for Resolution #42/2009-2010, Catastrophic Leave for Certificated Employee**

It was moved by Mr. Zeidman and seconded by Ms. Paspalis that the Board approve Resolution #42/2009-2010, Catastrophic Leave for Certificated Employee as presented. The motion was unanimously approved.

**15. Board Business - None**

**Adjournment**

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

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

\_\_\_\_\_  
Superintendent

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

\_\_\_\_\_  
Secretary

**9.2 PURCHASE ORDERS AND WARRANTS**

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

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

Purchase order grand total from May 15, 2010 through May 28, 2010 is \$53,483.23. Warrants issued for the period April 28, 2010 through May 25, 2010 total \$7,988,036.42. This includes \$4,169,773.00 in commercial warrants, and \$3,818,263.42 in payroll warrants.

**BUDGET NUMBER LEGEND FOR FUNDS**

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

**RECOMMENDED MOTION:** That purchase orders from May 15, 2010 through May 28, 2010 in the amount of \$53,483.23 and warrants for April 28, 2010 through May 25, 2010 in the amount of \$7,988,036.42 be ratified by the Board of Education.

**Moved by:**

**Seconded by:**

**Vote:**

Board List Purchase Order Report  
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/18/10	53736A	A	05/18/2010	GALE SUPPLY COMPANY	JANITORIAL SUPP/EQUIP	El Rincon Elementary	01.0	90127.0	00000	81000	4370	2040000		500.00	500.00
Change															
05/21/10	54854M	A	05/21/2010	REY-CREST ROOFING & ROOFING &	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040		2,436.00	2,436.00
05/21/2010	54854M				REY-CREST ROOFING & WATERPROOFING CO.									2,436.00	
05/21/10	54855M	A	05/21/2010	REAL DEAL WASTE OIL SERVICES	CONTRACT SERVICES RENDERED	Maintenance	01.0	81500.0	00000	81100	5890	0005040		110.00	110.00
05/21/2010	54855M				REAL DEAL WASTE OIL SERVICES									110.00	
05/20/10	54961	C	05/21/2010	ACSA	CONFERENCE AND TRAVEL	Human Resources	01.0	00000.0	00000	74000	5220	0003000		2,350.00	2,350.00
05/20/2010	54961				ACSA									2,350.00	
05/20/10	54992	A	05/20/2010	BAUDVILLE, INC.	AWARDS/CERTIFICATES	Human Resources	01.0	00000.0	00000	74000	4310	0003000		989.43	989.43
05/20/2010	54992				BAUDVILLE, INC.									989.43	
05/19/10	54993	A	05/19/2010	REDWOOD PRESS	INSTRUCTIONAL SUPPLIES	La Ballona Elementary	01.0	91400.0	11100	10000	4310	2060000		478.52	478.52
05/19/2010	54993				REDWOOD PRESS									478.52	
05/17/10	54994	C	05/17/2010	ASCD	MEMBERSHIPS	Educational Services	01.0	00000.0	00000	21000	5310	0004000		134.00	134.00
05/17/2010	54994				ASCD									134.00	
05/18/10	54995	A	05/18/2010	ASCD	BOOKS	District Curriculum	01.0	00000.0	00000	21000	4210	0004010		324.94	324.94
05/18/2010	54995				ASCD									324.94	
05/18/10	54996	A	05/18/2010	TROXELL COMMUNICATIONS	OFFICE SUPPLIES	El Rincon Elementary	01.0	91400.0	11100	10000	4350	2040000		423.64	423.64
05/18/2010	54996				TROXELL COMMUNICATIONS									423.64	
05/18/10	54997	C	05/18/2010	MEDS-PDN	CONFERENCE AND TRAVEL	Special Education	01.0	00217.0	00000	27000	5220	0004040		358.00	358.00
05/18/2010	54997				MEDS-PDN									358.00	

Board List Purchase Order Report  
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Change Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/18/10	54998	C		05/18/2010	2-WAY CABE	CONFERENCE AND TRAVEL 05/18/2010	54998	01.0	58100.0	00000	21000	5220	0004030	2,900.00	2,900.00
05/18/10	54999	C		05/18/2010	2-WAY CABE	CONFERENCE AND TRAVEL 05/18/2010	54999	01.0	58100.0	00000	21000	5220	0004030	530.00	530.00
05/18/10	55000	C		05/18/2010	2-WAY CABE	CONFERENCE AND TRAVEL 05/18/2010	55000	01.0	58200.0	00000	21000	5220	0004030	3,480.00	3,480.00
05/18/10	55001	A		05/18/2010	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP 05/18/2010	55001	01.7	65000.0	50010	22000	4310	0000000	871.55	871.55
05/18/10	55002	A		05/18/2010	PARVIZ PRINTING COMPANY, INC.	OFFICE SUPPLIES 05/18/2010	55002	01.0	00000.0	00000	27000	4350	4010000	1,130.43	1,130.43
05/18/10	55003	A		05/18/2010	CDW-G	COMPUTER SUPP/EQUIP 05/18/2010	55003	01.0	33100.0	50010	27000	4410	0004040	174.66	174.66
05/18/10	55004	A		05/18/2010	TROXELL COMMUNICATIONS	AUDIOVISUAL SUPP/EQUIP 05/18/2010	55004	01.0	40450.0	00000	21000	4410	0004030	1,952.45	1,952.45
05/18/10	55005	A		05/18/2010	OFFICE DEPOT	OFFICE SUPPLIES 05/18/2010	55005	01.0	00217.0	00000	27000	4350	0004040	575.31	575.31
05/18/10	55006	C		05/18/2010	WELLS FARGO	CONFERENCE AND TRAVEL 05/18/2010	55006	01.0	00000.0	00000	71000	4310	0001000	35.63	35.63
05/19/10	55007	A		05/20/2010	SOLUTION TREE, LLC	BOOKS		01.0	00000.0	00000	21000	4210	0004000	27.38	27.38

Board List Purchase Order Report  
 CULVER CITY UNIFIED SD

Purchase Orders/Buyouts To The Board for Ratification From : 5/15/2010 To 5/28/2010  
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Change Ord#	Date	Vendor Name	Description	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/19/10	55008	A		05/19/2010	CULVER MOTOR CLINIC INC.	REPAIRS - OTHER	01.0	00000.0	00000	83000	5630	0001050	505.61	27.38
05/19/2010														
05/19/2010	55008				CULVER MOTOR CLINIC INC.								505.61	
05/19/10	55009	C		05/19/2010	CULVER CITY ROTARY CLUB	MEMBERSHIPS	01.0	00000.0	00000	71000	5310	0001000	55.00	
05/19/2010													55.00	
05/19/2010	55009				CULVER CITY ROTARY CLUB 2009-10								55.00	
05/19/10	55010	A		05/19/2010	SCANTRON CORPORATION	INSTRUCTIONAL SUPPLIES	01.0	00000.0	11100	10000	4310	4010001	2,560.40	
05/19/2010													2,560.40	
05/19/2010	55010				SCANTRON CORPORATION								2,560.40	
05/20/10	55011	A		05/20/2010	VERNIER SOFTWARE & TECHNOLOGY	SOFTWARE	01.0	90127.0	11100	10000	4410	3010000	1,112.84	
05/20/2010													1,112.84	
05/20/2010	55011				VERNIER SOFTWARE & TECHNOLOGY								1,112.84	
05/19/10	55012	A		05/19/2010	SCHOOL SPECIALTY	INSTRUCTIONAL SUPPLIES	01.0	91400.0	11100	10000	4310	2060000	618.44	
05/19/2010													618.44	
05/19/2010	55012				SCHOOL SPECIALTY								618.44	
05/24/10	55013	A		05/24/2010	BAUDVILLE, INC.	OFFICE SUPPLIES	01.0	00000.0	00000	74000	4350	0003000	55.64	
05/24/2010													55.64	
05/24/2010	55013				BAUDVILLE, INC.								55.64	
05/19/10	55014	A		05/19/2010	LIVE SOUND CONCEPTS	AUDIOVISUAL SUPP/EQUIP	01.0	00000.0	00000	73000	4350	0005030	164.73	
05/19/2010													164.73	
05/19/2010	55014				LIVE SOUND CONCEPTS								164.73	
05/19/10	55015	A		05/19/2010	JAMES MALSICH	CONSULTANTS	01.0	00000.0	17000	39000	5850	4010000	1,500.00	
05/19/2010													1,500.00	
05/19/2010	55015				JAMES MALSICH								1,500.00	
05/19/10	55016	A		05/19/2010	THE SIGN LANGUAGE	CONSULTANTS	01.0	65000.0	57520	11360	5810	0004040	210.00	
05/19/2010													210.00	
05/19/2010	55016				THE SIGN LANGUAGE								210.00	
05/20/10	55017	A		05/20/2010	CALENDARS	OFFICE SUPPLIES	01.0	00000.0	00000	71000	4350	0001000	37.58	
05/20/2010													37.58	
05/20/2010	55017				CALENDARS								37.58	

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

Board List Purchase Order Report  
 CULVER CITY UNIFIED SD

Purchase Orders/Buyouts To The Board for Ratification From : 5/15/2010 To 5/28/2010  
 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
05/20/10	55018	C		05/20/2010	DEPARTMENT OF GENERAL SERVICES	LEGAL SERVICES	Human Resources	01.0	00000.0	00000	74000	5820	0003000	66.00	
05/20/2010	55018				DEPARTMENT OF GENERAL SERVICES									66.00	
05/20/10	55019	A		05/20/2010	L-COM, INCORPORATED	OFFICE SUPPLIES	Technology	01.0	00000.0	00000	77000	4350	0005020	609.36	
05/20/2010	55019				L-COM, INCORPORATED									609.36	
05/20/10	55020	A		05/20/2010	TOUCHWINDOW.CO M	COMPUTER SUPP/EQUIP	Undistributed SELPA	01.7	65000.0	50010	22000	4310	0000000	355.69	
05/20/2010	55020				TOUCHWINDOW.COM									355.69	
05/20/10	55021	A		05/20/2010	CDW-G	COMPUTER SUPP/EQUIP	Undistributed SELPA	01.7	65000.0	50010	22000	4310	0000000	123.04	
05/20/2010	55021				CDW-G									123.04	
05/21/10	55022	C		05/21/2010	CALIFORNIANS TOGETHER	CONFERENCE AND TRAVEL	Special Projects	01.0	42010.0	00000	21000	5220	0004030	400.00	
05/21/2010	55022				CALIFORNIANS TOGETHER									400.00	
05/21/10	55023	A		05/21/2010	REDWOOD PRESS	OFFICE SUPPLIES	District Curriculum	01.0	00000.0	00000	21000	4350	0004010	410.41	
05/21/2010	55023				REDWOOD PRESS									410.41	
05/21/10	55024	C		05/28/2010	FAGEN FRIEDMAN & FULLFROST, LLP	LICENSE/FEEES	Undistributed BUS SVCS	01.0	00000.0	00000	73000	5820	0005000	120.00	
05/28/2010	55024				FAGEN FRIEDMAN & FULLFROST, LLP			40.0	90061.0	00000	85000	5820	0000000	1,231.50	
05/21/2010	55024				FAGEN FRIEDMAN & FULLFROST, LLP									1,351.50	
05/21/10	55025	C		05/21/2010	LACSTA	CONFERENCE AND TRAVEL	Superintendent's Office	01.0	00000.0	00000	71500	5220	0001000	35.00	
05/21/2010	55025				LACSTA									35.00	
05/21/10	55026	C		05/21/2010	M.I.N.D. INSTITUTE	LICENSE/FEEES	El Marino Language	01.0	07395.0	11100	10000	4410	2030000	2,850.00	
05/21/2010	55026				M.I.N.D. INSTITUTE									2,850.00	

Board List Purchase Order Report  
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/21/10	55027	A		05/21/2010	PAPER DIRECT	AWARDS/CERTIFICAT ES 05/21/2010	Human Resources 55027	01.0	00000.0	00000	74000	4310	0003000	457.16	
05/21/10	55028	A		05/21/2010	HIGHSMITH INC.	COMPUTER SUPP/EQUIP 05/21/2010	Culver City High School 55028	01.0	07395.0	11100	10000	4310	4010000	534.95	
05/21/10	55029	A		05/21/2010	D & D SECURITY ENTERPRISES	OFFICE SUPPLIES 05/21/2010	Culver City High School 55029	01.0	07395.0	00000	27000	4350	4010000	104.11	
05/21/10	55030	A		05/21/2010	CDW-G	AUDIOVISUAL SUPP/EQUIP 05/21/2010	Culver City High School 55030	01.0	07395.0	00000	27000	4410	4010000	4,379.58	
05/21/10	55031	A		05/21/2010	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP 05/21/2010	Culver City High School 55031	01.0	07395.0	11100	10000	4410	4010000	3,646.37	
05/21/10	55032	A		05/21/2010	TROXELL COMMUNICATIONS	AUDIOVISUAL SUPP/EQUIP 05/21/2010	Culver City High School 55032	01.0	07395.0	11100	10000	4310	4010000	1,896.44	
05/21/10	55033	A		05/21/2010	SHIFFLER EQUIPMENT SALES, INC.	INSTRUCTIONAL SUPPLIES 05/21/2010	El Rincon Elementary 55033	01.0	90127.0	11100	10000	4310	2040000	28.88	
05/21/10	55035	A		05/21/2010	VENICE CULVER MARINA MEDICAL	CONTRACT SERVICES RENDERED 05/21/2010	Business Services 55035	01.0	00000.0	00000	73800	5890	0005000	225.00	
05/24/10	55036	A		05/24/2010	NASCO-MODESTO	INSTRUCTIONAL SUPPLIES 05/24/2010	Special Projects 55036	01.0	35500.0	11100	10000	4310	0004030	2,101.57	
05/21/10	55037	A		05/21/2010	CTB/MCGRAW-HILL	INSTRUCTIONAL SUPPLIES 05/21/2010	Adult School 55037	11.0	06390.0	41100	10000	4310	0000010	131.67	



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

Purchase Orders/Buyouts To The Board for Ratification From : 5/15/2010 To 5/28/2010  
 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
05/21/10	55038	A		05/21/2010	CALIFORNIA SCHOOL BOARDS	MEMBERSHIPS	Human Resources	01.0	00000.0	00000	74000	5310	0003000	2,500.00	
				05/21/2010											2,500.00
CALIFORNIA SCHOOL BOARDS ASSOCIATION															
05/21/10	55039	A		05/21/2010	SCHOOL EMPLOYERS	MEMBERSHIPS	Human Resources	01.0	00000.0	00000	74000	5310	0003000	1,490.00	
				05/21/2010											1,490.00
SCHOOL EMPLOYERS ASSOCIATION OF CA															
05/26/10	55042	C		05/26/2010	COLONIAL CHESTERFIELD AT	FIELD TRIPS	La Ballona Elementary	01.0	00000.0	16003	10000	5816	2060000	1,288.00	
				05/26/2010											1,288.00
COLONIAL CHESTERFIELD AT RILEY'S FARM															
05/27/10	55043	A		05/27/2010	CALIFORNIANS TOGETHER	CONFERENCE AND TRAVEL	Culver City Middle School	01.0	62860.0	00000	21000	5220	3010000	800.00	
				05/27/2010											800.00
CALIFORNIANS TOGETHER															
05/28/10	55045	A		05/28/2010	SCHOLASTIC INC.	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	90128.0	11100	10000	4310	4010000	1,052.32	
				05/28/2010											1,052.32
SCHOLASTIC INC.															

Total by District : 64444      53,483.23

End of Report LAPO009C

**NONPUBLIC SCHOOLS:**  
**APPROVED YTD: \$3,240,791.67**

**CULVER CITY UNIFIED SCHOOL DISTRICT  
DISTRICT WARRANT REPORT  
2009 - 2010**

**COMMERCIAL WARRANTS**

APRIL 28, 2010 - MAY 25, 2010	\$ 4,169,773.00
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**PAYROLL WARRANTS**

APRIL 28, 2010 - MAY 25, 2010	\$ 3,818,263.42
-------------------------------	-----------------

TOTAL:	<u>\$ 7,988,036.42</u>
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## BOARD REPORT

6/8/10  
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 High School ROP Program	Eleanor Herrera 2 garment racks

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. 21**

**I. Authorization and Ratification of Employment**

**A. Second-Year Probationary Teachers**

Effective August 25, 2010

Funding Source: General Fund

1. Adamucci, Anthony (return from lay off)
2. Doan, Andrew (return from lay off)
3. Silver, Sheila (return from lay off)

**B. Substitute Teacher – District**

Effective June 9, 2010

Funding Source: General Fund

1. Williams, Jacqueline

**C. Summer School Principal – High School**

Effective June 22, 2010 through July 29, 2010 at current rate of pay

Funding Source: Summer School, General Fund

1. Farris, Dylan

**D. Summer School Teachers – High School**

Effective June 22, 2010 through July 29, 2010 at 100% of one month's salary

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

Funding Source: Summer School: General Fund

- |                       |                    |
|-----------------------|--------------------|
| 1. Balatayo, Jomaline | 7. Long, Ray       |
| 2. Balogun, Tayo      | 8. Minguet, Bill   |
| 3. Carter, Dan        | 9. Sanderson, Judy |
| 4. Chapman, Jon       | 10. Silver, Sheila |
| 5. Fontijn, Mariah    | 11. Yen, Joan      |
| 6. Greenberg, Denise  |                    |

**E. Summer School Teachers – High School, Shared Assignments**

Effective June 22, 2010 through July 29, 2010 at 50% of one month's salary

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

Funding Source: Summer School: General Fund

- |                  |                   |
|------------------|-------------------|
| 1. Azad, Mark    | 5. Salter, Tom    |
| 2. Choe, Mickey  | 6. Tarvyd, Kelli  |
| 3. Kohout, Erica | 7. Wright, Jahmal |
| 4. Nolan, Kelly  |                   |

**BOARD REPORT**

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

I. Authorization and Ratification of Employment – continued

F. Special Education Extended School Year Program Specialists

Effective June 21, 2010 through August 24, 2010 at per diem rate of pay, not to exceed 30 days  
Funding Source: Special Education

1. Cole, Christine
2. Grant, Sheila

G. Special Education Extended School Year Psychologist

Effective July 1, 2010 through July 22, 2010 at per diem rate of pay, not to exceed 13 days  
Funding Source: Special Education

1. Mori, Yvette

H. Special Education Extended School Year Teachers

Effective June 22, 2010 through July 22, 2010 at 80% of one month's salary for 20 days  
5 hours per day, 4 days per week  
Funding Source: Special Education

1. Deb, Anjali
2. DeFelice, Heather (speech)
3. Flowers, Cyndi
4. Hegarty, Shannon
5. Hernandez, Valerie
6. Hodge, Amy
7. Jacklin, Michele
8. Langholz, Estelle
9. Levyn, Karen
10. Mascari, Kathleen (speech)
11. Mizrahi, Barbara (speech)
12. Roth, John
13. Sherrill, Justin
14. Sweeney, Mary Ann
15. Tollefson, Laura
16. Vasseghi, Norma
17. Velasquez, Christina
18. Wilcox, Nadine (nurse)

I. Special Education Extended School APE/Modified PE Specialist

Effective June 22, 2010 through July 22, 2010 at daily rate of pay, 15 days only  
Funding Source: Special Education

1. Thornton, Scott

**BOARD REPORT**

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

I. Authorization and Ratification of Employment – continued

J. Special Education Extended School Teacher

Effective June 22, 2010 through July 22, 2010 at hourly rate of pay, 4 hours per day  
4 days per week, 20 days total  
Funding Source: Special Education

1. Lockhart, William

K. Special Education Extended School Year Teacher – Preschool Class

Effective June 22, 2010 through July 22, 2010 at hourly rate of pay, 3 hours per day, 20 days  
Funding Source: Special Education

1. Frederick, Georgia

L. Extra Assignment – High School, Saturday School

Effective May 22, 2010 through June 12, 2010 at hourly per diem rate of pay, not to  
Exceed 140 hours  
Funding Source: General Fund

1. Balatayo, Jomeline

M. Extra Assignment – High School, Curriculum Planning for the Japanese Program

Effective June 21, 2010 through August 30, 2010 at \$35.00 per hour, not to exceed 35 hours  
Funding Source: FLAP Grant

1. Gomyo, Chiaki

N. Extra Assignment - El Marino, Curriculum Planning for Japanese Program

Effective June 21, 2010 through June 25, 2010 at \$35.00 per hour, not to exceed 6 hours  
Funding Source: FLAP Grant

1. Adachi, Naomi
2. Ezaki, Satomi
3. Horiba, Alice
4. Miyagishima, Junko
5. Miyawaki, Tomoko
6. Mizuta, Naoko
7. Nagumo, Noriko
8. Niimura, Hitomi
9. Omuro, Mitsuko
10. Sekiguchi, Saori
11. Takahashi, Tatiana
12. Yamakawa, Mike

**BOARD REPORT**

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

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

O. Extra Assignment – OCD, Teachers for Summer Preschool Program  
Effective June 21, 2010 through August 26, 2010 at hourly rate of pay, not to exceed 400 hours  
Funding Source: Child Development

1. Addy, Shirley
2. Diaz, Frances
3. Hearn, Yolanda
4. Jaramillo, Jalena
5. Jones, Rhonda
6. Orozco, Lourdes
7. Serra, Bernadette
8. Tillett, Aretha

P. Extra Assignment - OCD, Teachers for Summer Program  
Effective June 21, 2010 through August 26, 2010 at hourly rate of pay, not to exceed 400 hours  
Funding Source: Child Development

- |                       |                     |
|-----------------------|---------------------|
| 1. Aqueveque, Rosie   | 4. Ito, Pauline     |
| 2. Frederick, Georgia | 5. Langston, Marie  |
| 3. Gallagher, Carol   | 6. Lyall, Christine |

Q. Extra Assignment – Adult School Kids Summer Program Teachers  
Effective June 28, 2010 through July 30, 2010 at \$39.13 per hour as arranged  
Funding Source: Kids Summer Program

- |                            |                   |
|----------------------------|-------------------|
| 1. Abrams, Jonathan        | 12 hours per week |
| 2. Coelho, Isabel          | 24 hours per week |
| 3. DeFelice, Nancy         | 12 hours per week |
| 4. Egan, Johanna           | 12 hours per week |
| 5. Eskridge, Patty         | 12 hours per week |
| 6. Ezaki, Satomi           | 12 hours per week |
| 7. Kurnarsky, Larry        | 12 hours per week |
| 8. Lopez, Javier           | 24 hours per week |
| 9. McMillan, Wade          | 24 hours per week |
| 10. Morgan, Nancy          | 12 hours per week |
| 11. Morris, Ruth           | 24 hours per week |
| 12. Munoz-Friedman, Zelina | 24 hours per week |
| 13. Rodriguez, Maria       | 12 hours per week |
| 14. Rosemberg, Leila       | 24 hours per week |
| 15. Sablan, Angelo         | 12 hours per week |
| 16. Sikorski, Patti        | 24 hours per week |
| 17. Teetzel, Todd          | 12 hours per week |
| 18. Vielman, Monica        | 24 hours per week |

**BOARD REPORT**

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

I. Authorization and Ratification of Employment – continued

Q. Extra Assignment – Adult School Kids Summer Program Teachers – continued

- |     |                    |                   |
|-----|--------------------|-------------------|
| 19. | Washington, David  | 12 hours per week |
| 20. | White, Marcos      | 24 hours per week |
| 21. | Yarbrough, Phyllis | 24 hours per week |

R. Extra Assignment – Adult School Kids Summer Program Substitute Teachers  
Effective June 28, 2010 through July 30, 2010 at \$28.19 per hour, on call, as needed  
Funding Source: Kids Summer Program

1. Gualtieri, Natalie
2. Scott, Maren

II. Early Retirement/Reduced Workload

- |    |                                     |                                                                                                |
|----|-------------------------------------|------------------------------------------------------------------------------------------------|
| 1. | Levit, Amy<br>TOSA, District Office | From: 100% Assignment<br>To: 80% Assignment<br>Effective August 25, 2010 through June 17, 2011 |
|----|-------------------------------------|------------------------------------------------------------------------------------------------|

III. Leave

- |    |                                    |                                                                                                                                          |
|----|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Zarrinpar, Andrea<br>Middle School | Part-Time Leave of Absence Without Pay<br>From: 100% assignment<br>To: 80% assignment<br>Effective August 25, 2010 through June 17, 2011 |
|----|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|

IV. Resignations

- |    |                                  |                                                                      |
|----|----------------------------------|----------------------------------------------------------------------|
| 1. | Gripp, Jennifer<br>El Rincon     | Effective June 18, 2010 (from Leave of Absence)<br>Moved out of area |
| 2. | Noel, Eriko<br>Child Development | Effective May 2, 2010<br>Personal reasons                            |
| 3. | Ngo, Tram<br>El Rincon           | Effective June 18, 2010<br>Moving out of area                        |

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

Moved by:

Seconded by:

Vote:



BOARD REPORT

9.5 Classified Personnel Services Report No. 21

I. Authorization, Approval & Ratification of Employment

A. Child Development

1. Boudreaux, Michelle  
Instructional Assistant – Child Development  
Child Development – Summer Program  
Not to exceed 400 hours  
Funding Source: Child Development  
Effective June 21, 2010 through  
August 26, 2010  
Range 11
2. Garcia, Elda  
Instructional Assistant – Child Development  
Child Development – Summer Program  
Not to exceed 400 hours  
Funding Source: Child Development  
Effective June 21, 2010 through  
August 26, 2010  
Range 11
3. Rubalcaba, Carolina  
Instructional Assistant – Child Development  
Child Development – Summer Program  
Not to exceed 400 hours  
Funding Source: Child Development  
Effective June 21, 2010 through  
August 26, 2010  
Range 11
4. Andrus, Carla  
Instructional Assistant – Child Development  
Child Development – Summer Program  
Not to exceed 400 hours  
Funding Source: Child Development  
Effective June 21, 2010 through  
August 26, 2010  
Range 11
5. Crespin, Loretta  
Instructional Assistant – Child Development  
Child Development – Summer Program  
Not to exceed 400 hours  
Funding Source: Child Development  
Effective June 21, 2010 through  
August 26, 2010  
Range 11

**BOARD REPORT**

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

I. Authorization, Approval & Ratification of Employment – continued

A. Child Development – continued

- |     |                    |                                                                                                                                                                                                                     |
|-----|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.  | Farrar, Courtney   | Instructional Assistant – Child Development<br>Child Development – Summer Program<br>Not to exceed 400 hours<br>Funding Source: Child Development<br>Effective June 21, 2010 through<br>August 26, 2010<br>Range 11 |
| 7.  | Fierro, Anna Marie | Instructional Assistant – Child Development<br>Child Development – Summer Program<br>Not to exceed 400 hours<br>Funding Source: Child Development<br>Effective June 21, 2010 through<br>August 26, 2010<br>Range 11 |
| 8.  | Goodrich, Denise   | Instructional Assistant – Child Development<br>Child Development – Summer Program<br>Not to exceed 400 hours<br>Funding Source: Child Development<br>Effective June 21, 2010 through<br>August 26, 2010<br>Range 11 |
| 9.  | Janacito, Ann      | Instructional Assistant – Child Development<br>Child Development – Summer Program<br>Not to exceed 400 hours<br>Funding Source: Child Development<br>Effective June 21, 2010 through<br>August 26, 2010<br>Range 11 |
| 10. | Lewis, Ameenah     | Instructional Assistant – Child Development<br>Child Development – Summer Program<br>Not to exceed 400 hours<br>Funding Source: Child Development<br>Effective June 21, 2010 through<br>August 26, 2010<br>Range 11 |

BOARD REPORT

9.5 Classified Personnel Services Report No. 21 – Page 3

I. Authorization, Approval & Ratification of Employment – continued

A. Child Development – continued

- 11. Martinez, Ruth  
Instructional Assistant – Child Development  
Child Development – Summer Program  
Not to exceed 400 hours  
Funding Source: Child Development  
Effective June 21, 2010 through  
August 26, 2010  
Range 11
  
- 12. Merlin, April  
Instructional Assistant – Child Development  
Child Development – Summer Program  
Not to exceed 400 hours  
Funding Source: Child Development  
Effective June 21, 2010 through  
August 26, 2010  
Range 11
  
- 13. Navarro, Matilde  
Instructional Assistant – Child Development  
Child Development – Summer Program  
Not to exceed 400 hours  
Funding Source: Child Development  
Effective June 21, 2010 through  
August 26, 2010  
Range 11
  
- 14. Padilla, Jose  
Instructional Assistant – Child Development  
Child Development – Summer Program  
Not to exceed 400 hours  
Funding Source: Child Development  
Effective June 21, 2010 through  
August 26, 2010  
Range 11
  
- 15. Perez, Maria  
Instructional Assistant – Child Development  
Child Development – Summer Program  
Not to exceed 400 hours  
Funding Source: Child Development  
Effective June 21, 2010 through  
August 26, 2010  
Range 11

**BOARD REPORT**

**9.5 Classified Personnel Services Report No. 21 – Page 4**

I. Authorization, Approval & Ratification of Employment – continued

A. Child Development – continued

16. Roberts, Tanya  
Instructional Assistant – Child Development  
Child Development – Summer Program  
Not to exceed 400 hours  
Funding Source: Child Development  
Effective June 21, 2010 through  
August 26, 2010  
Range 11

17. Sanchez, Lea  
Instructional Assistant – Child Development  
Child Development – Summer Program  
Not to exceed 400 hours  
Funding Source: Child Development  
Effective June 21, 2010 through  
August 26, 2010  
Range 11

18. Salazar, Martha  
Instructional Assistant – Child Development  
Child Development – Summer Program  
Not to exceed 400 hours  
Funding Source: Child Development  
Effective June 21, 2010 through  
August 26, 2010  
Range 11

B. Clerical & Fiscal

1. Accounting Technician  
District Office – Fiscal Services  
Funding Source: General Fund  
Effective June 9, 2010  
Range 30

2. Accounting Technician  
District Office – Fiscal Services  
Funding Source: General Fund  
Effective June 9, 2010  
Range 30

3. Campos, Josie  
High School Summer School Secretary  
High School  
Funding Source: General Fund  
Effective June 22, 2010 through July 30, 2010  
Stipend of \$3,399.37

BOARD REPORT

9.5 Classified Personnel Services Report No. 21 – Page 5

I. Authorization, Approval & Ratification of Employment – continued

B. Clerical & Fiscal – continued

4. Cerdenio, Rejielyn  
Occupational Therapist  
Special Education Summer School  
Not to exceed 5 hours per day  
Funding Source: General – Special Education  
Effective June 22, 2010 through July 22, 2010  
Range 48
5. Pai, Ferris  
Occupational Therapist  
Special Education Summer School  
Not to exceed 5 hours per day  
Funding Source: General – Special Education  
Effective June 22, 2010 through July 22, 2010  
Range 48
6. Tutunjian, Rosemarie  
Substitute Clerk Typist  
District Office – Superintendent’s Office  
Extra Assignment  
Not to exceed 12 hours per week  
Funding Source: General Fund  
Effective July 1, 2010 through June 30, 2011  
Range 17
7. Goodwin, Gary  
Instructional Materials Clerk  
High School – Secondary IMC  
Extra Assignment – Not to exceed 56 hours  
Funding Source: Unrestricted General Fund  
Effective July 1, 2010 through July 12, 2010  
Range 20
8. Goldberg, Carol-Ann  
Instructional Materials Clerk  
High School – Secondary IMC  
Extra Assignment – Not to exceed 56 hours  
Funding Source: Unrestricted General Fund  
Effective July 13, 2010 through July 21, 2010  
Range 20
9. Tanimura, Susan  
Instructional Materials Clerk  
High School – Secondary IMC  
Extra Assignment – Not to exceed 56 hours  
Funding Source: Unrestricted General Fund  
Effective July 22, 2010 through July 30, 2010  
Range 20

BOARD REPORT

9.5 Classified Personnel Services Report No. 21 – Page 6

I. Authorization, Approval & Ratification of Employment – continued

B. Clerical & Fiscal – continued

10. Sanchez, Kathy  
Substitute Clerk Typist III  
Food Services – Extra Assignment  
Not to exceed 20 hours per week  
Funding Source: Food Services  
Effective August 1, 2010 through  
December 31, 2010  
Range 19

C. Food Services

1. Gallardo, Maria  
Food Service Assistant  
Child Development – Extra Assignment  
Not to exceed 8 hours per day  
Funding Source: Child Development  
Effective June 21, 2010 through  
August 13, 2010  
Range 6

2. Pineda, Delmy  
Senior Food Service Assistant  
Food Services – Extra Assignment  
Not to exceed 9 hours  
Funding Source: Food Services  
Effective May 15, 2010  
Range 10

3. Avalos, Imelda  
Food Service Assistant  
Food Services – Summer School Assignment  
Not to exceed 5 hours per day  
Funding Source: Food Services  
Effective June 21, 2010 through July 30, 2010  
Range 6

4. Diaz, Cecilia  
Food Service Assistant  
Food Services – Summer School Assignment  
Not to exceed 5 hours per day  
Funding Source: Food Services  
Effective June 21, 2010 through July 30, 2010  
Range 6

BOARD REPORT

9.5 Classified Personnel Services Report No. 21 – Page 7

I. Authorization, Approval & Ratification of Employment – continued

C. Food Services – continued

5. Fogelbach, Aida  
Food Service Assistant  
Food Services – Summer School Assignment  
Not to exceed 5 hours per day  
Funding Source: Food Services  
Effective June 21, 2010 through July 30, 2010  
Range 6
6. Ortiz, Sandra  
Food Service Assistant  
Food Services – Summer School Assignment  
Not to exceed 5 hours per day  
Funding Source: Food Services  
Effective June 21, 2010 through July 30, 2010  
Range 6
7. Rodriguez, Emeli  
Food Service Assistant  
Food Services – Summer School Assignment  
Not to exceed 5 hours per day  
Funding Source: Food Services  
Effective June 21, 2010 through July 30, 2010  
Range 6
8. Fogelbach, Aida  
Food Service Assistant  
Food Services –  
Middle School/High School Registration  
Not to exceed 8 hours per day  
Funding Source: Food Services  
Effective August 17, 2010 through  
August 25, 2010  
Range 6
9. Langarica, Susan  
Food Service Assistant  
Food Services –  
Middle School/High School Registration  
Not to exceed 8 hours per day  
Funding Source: Food Services  
Effective August 17, 2010 through  
August 25, 2010  
Range 6

**BOARD REPORT**

**9.5 Classified Personnel Services Report No. 21 – Page 8**

I. Authorization, Approval & Ratification of Employment – continued

C. Food Services – continued

10. Pineda, Delmy  
Food Service Assistant  
Food Services –  
Middle School/High School Registration  
Not to exceed 8 hours per day  
Funding Source: Food Services  
Effective August 17, 2010 through  
August 25, 2010  
Range 6
  
11. Martinez, Rita  
Food Service Assistant  
Food Services –  
Middle School/High School Registration  
Not to exceed 8 hours per day  
Funding Source: Food Services  
Effective August 17, 2010 through  
August 25, 2010  
Range 6
  
12. Avalos, Imelda  
Food Service Assistant  
Food Services – Middle School Open House  
Not to exceed 5 hours  
Funding Source: Food Services  
Effective August 20, 2010  
Range 6
  
13. Diaz, Cecilia  
Food Service Assistant  
Food Services – Middle School Open House  
Not to exceed 5 hours  
Funding Source: Food Services  
Effective August 20, 2010  
Range 6
  
14. Ortiz, Sandra  
Food Service Assistant  
Food Services – Middle School Open House  
Not to exceed 5 hours  
Funding Source: Food Services  
Effective August 20, 2010  
Range 6



BOARD REPORT

9.5 Classified Personnel Services Report No. 21 – Page 9

I. Authorization, Approval & Ratification of Employment – continued

D. Instructional Assistants

1. Brown, Jennifer  
Instructional Assistant – Adult School  
Adult School – Kids Summer Program  
Not to exceed 7.5 hours per day  
Funding Source: Adult School  
Effective June 28, 2010 through July 30, 2010  
Range 17
2. Goodwin, Janene  
Instructional Assistant – Adult School  
Adult School – Kids Summer Program  
Not to exceed 7.5 hours per day  
Funding Source: Adult School  
Effective June 28, 2010 through July 30, 2010  
Range 17
3. Lopez, Jose  
Instructional Assistant – Adult School  
Adult School – Kids Summer Program  
Not to exceed 7.5 hours per day  
Funding Source: Adult School  
Effective June 28, 2010 through July 30, 2010  
Range 17

E. Maintenance

1. Diaz, Mario  
Substitute Driver  
Maintenance, Operations & Transportation  
Summer School  
Not to exceed 4.5 hours per day  
Funding Source: Special Ed Transportation  
Effective June 22, 2010 through July 22, 2010  
Hourly, as needed
2. Drayson, David  
Substitute Driver  
Maintenance, Operations & Transportation  
Summer School  
Not to exceed 4.5 hours per day  
Funding Source: Special Ed Transportation  
Effective June 22, 2010 through July 22, 2010  
Hourly, as needed

**BOARD REPORT**

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

I. Authorization, Approval & Ratification of Employment – continued

E. Maintenance – continued

3. Romo, Louis  
Substitute Driver  
Maintenance, Operations & Transportation  
Summer School  
Not to exceed 4.5 hours per day  
Funding Source: Special Ed Transportation  
Effective June 22, 2010 through July 22, 2010  
Hourly, as needed

F. Adult School

1. Perez, Tamara  
Temporary Adult School Lecturer  
Adult School – Kids Summer Program  
Not to exceed 40 hours per week  
Funding Source: Adult School  
Effective June 28, 2010 through July 30, 2010  
Hourly, as needed

G. Coaches

1. Kamahoahoa, Leilani  
Temporary Boy's Volleyball Coach  
High School – CIF Playoffs  
Funding Source: Athletic – General Fund  
Effective May 7, 2010 through May 12, 2010  
Stipend of \$270.75
2. Parel, Jessica  
Temporary Boy's Assistant Volleyball Coach  
High School – CIF Playoffs  
Funding Source: Athletic – General Fund  
Effective May 7, 2010 through May 12, 2010  
Stipend of \$249.55

II. Authorization, Approval & Ratification of Resignation

1. Broadie, Pascha Nicole  
Instructional Assistant – Special Education IIA  
Middle School – 6 hours per day, school year  
Effective May 12, 2010  
Range 16

**BOARD REPORT**

**9.5 Classified Personnel Services Report No. 21 – Page 11**

III. Authorization, Approval & Ratification of Revision to Board Item Previously Approved on Board Report #16, 03/23/10

1. Bradshaw, Courtney  
Temporary After School Instructor  
Middle School – Panther Partners Program  
From: Not to exceed 3 hours per week,  
school year  
Effective April 5, 2010 through  
June 11, 2010  
To: Not to exceed 3 hours per week,  
school year, plus  
Not to exceed an additional 38 hours  
Effective April 5, 2010 through  
June 18, 2010  
Funding Source: General – Panther Partners  
Stipend of \$35.00 per hour

IV. Authorization, Approval & Ratification of Revision to Board Item Previously Approved on Board Report #14, 02/23/10

1. Feldman, Diane  
Temporary After School Instructor  
Middle School – Panther Partners Program  
From: Not to exceed 6 hours per week,  
school year  
To: Not to exceed 6 hours per week,  
school year, plus  
Not to exceed an additional 80 hours  
Effective October 5, 2009 through  
June 18, 2010  
Funding Source: General – Panther Partners  
Stipend of \$35.00 per hour

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

Moved by:

Seconded by:

Vote:

**BOARD REPORT**

6/8/10

9.6

**9.6 Approval is Recommended for Three Culver City Middle School Teachers and 7<sup>th</sup> Grade GATE Students to Attend the GATE Field Trip on Catalina Island, October 15-17, 2010**

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

Culver City Middle School teacher Ruth Morris and two additional teachers request approval to chaperone the 7<sup>th</sup> grade GATE students to the Catalina Island Marine Institute (CIMI) on October 15-17, 2010. Students will be absent from school on Friday, October 15<sup>th</sup>. The trip is funded through PTSA, GATE funds, and parents of the participants.

RECOMMENDED MOTION:            That the Board approve Three Culver City Middle School Teachers and 7<sup>th</sup> Grade GATE Students to Attend the GATE Field Trip on Catalina Island, October 15-17, 2010.

Moved by:

Seconded by:

Vote:

**BOARD REPORT**

6/8/10

9.7

**9.7 Approval is Recommended for one CCHS Student's Participation in the California Interscholastic Federation State Championships in Fresno, California, June 3-5, 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.

On May 22, 2010, one student advanced to the state championships, requiring a two-night stay in Fresno, CA. The student was accompanied by her parent, who is also the track coach.

RECOMMENDED MOTION:            That the Board approve one CCHS Student's Participation in the California Interscholastic Federation State Championships in Fresno, California, June 3-5, 2010.

Moved by:

Seconded by:

Vote:

## BOARD REPORT

6/8/10  
9.8

9.8 **Approval is Recommended for CCMS Students and Coaches to Participate in Cheer Camp at UCLA, August 8-12, 2010**

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

Culver City Middle School requests approval for 23 middle school students to attend cheer camp, August 8-12, 2010, requiring a four night stay at UCLA. Kari Richards, cheerleading coach, and Amber Masek, cheerleading parent volunteer, will be chaperoning in an unpaid capacity.

RECOMMENDED MOTION:            That the Board approves CCMS Students and Coaches to Participate in Cheer Camp at UCLA, August 8-12, 2010.

Moved by:

Seconded by:

Vote:

**BOARD REPORT**

**10.1 Student All-League Athlete Recognition**

The Board of Education will recognize athletes from Culver City High School who had played an exceptional year and made All League in the 2009-2010 school year.

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

## BOARD REPORT

### 10.2 Culver City Education Foundation Building Blocks for Education

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

The following "Building Blocks" will be presented:

From Crystal Alexander for Glenn Czarnecki Alexander:  
"Glenn Czarnecki Alexander  
CCHS Blass of 2010"

From Corwin-Nusbaum Family:  
"In Honor of Patty Krause  
The Corwin-Nusbaum Family"



**BOARD REPORT**

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

The Board of Education recognizes employees on their retirement from the Culver City Unified School District. Certificates of Recognition are given to the retirees in appreciation for their years of service and dedication. Some of the honorees were also recognized at their respective sites during the Employee Recognition Celebration on May 26, 2010 and June 2, 2010. Other honorees will be recognized on June 9, 2010.

## BOARD REPORT

6/8/10

12.1

**12.1 First Reading of Revised Administrative Regulation 5144.2, Students – Suspension and Expulsion/Due Process (Students with Disabilities)**

It is recommended practice that the Board of Education regularly review Board Policies/Administrative Regulations that are significant to the operation of the district. A new Administrative Regulation on Students – Suspension and Expulsion/Due Process (Students with Disabilities) is being presented for review.

**SUSPENSION AND EXPULSION/DUE PROCESS  
(STUDENTS WITH DISABILITIES)**

A student identified as an individual with **a disability pursuant to the Individuals with Disabilities Education Improvement Act (IDEA), 20 USC 1400-1482**, disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which **that** apply to students without disabilities.

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has **engaged in behavior that** violates the district's **code of student conduct** **may assert any of the protections under IDEA only if the district had a basis of knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)** disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the district had knowledge that the student was disabled before the behavior occurred.

The district shall be deemed to have **a basis of knowledge** that the student **has** a disability if one of the following conditions exists: **(20 USC 1415(k)(5); 34 CFR 300.534)**

1. The parent/guardian has expressed concern **to district supervisory or administrative personnel or to a teacher of the student** in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services.

~~The behavior or performance of the student demonstrates the need for such services, in accordance with 34 CFR 300.7.~~

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR ~~300.530-300.536~~. **CFR 300.300-300.311.**  
*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*
3. The teacher of the student or other district personnel has expressed **specific concerns about a pattern of behavior demonstrated by the child** about the behavior or performance of the student **directly** to the district's **assistant** director of special education or to other **supervisory district** personnel **about a pattern of behavior demonstrated by the student.** ~~in accordance with the district's established child find or special education referral system.~~

**The district would be deemed to not have a basis of knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would be deemed to not have a basis of knowledge if the district conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability and provided notice to the parent/guardian of its determination. When the district is deemed to not have a basis of knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)**

~~The district would be deemed to not have knowledge as specified in items #1-4 above if, as a result of receiving such information, the district either conducted an evaluation and determined that the student was not a student with a disability or determined that an evaluation was not necessary and provided notice to the parent/guardian of its determination.~~

~~If it is determined that the district did not have knowledge that the student was disabled prior to taking disciplinary action against the student, then the student shall be disciplined in accordance with procedures established for students without disabilities.~~

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities.  
**(20 USC 1415(k)(5); 34 CFR 300.534)**

### Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, **in the same manner as a student without a disability** as long as the suspension(s) do not constitute a change in placement pursuant to 34 CFR 300.519-~~536~~.  
**(34 CFR 300.530; Education Code 48903)**

The principal or designee shall monitor the number of days, including portions of days, ~~that students~~ **in which a student** with valid ~~an~~ individualized education programs (IEP) have has been suspended during the school year.

**(cf. 6159 – Individualized Education Program)**

**The district shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34CFR 300.536)**

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
  - a. The series of removals total more than 10 school days in a school year.
  - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
  - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

#### Services During Suspension

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the removal has been determined to be a change of placement as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)

~~Students suspended for more than 10 school days in a school year shall continue to receive services beginning on the 11<sup>th</sup> day, to the extent necessary to provide the student a free and appropriate public education.~~

If a student with disabilities a disability is excluded from school bus transportation, the student ~~is entitled to~~ shall be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided that transportation is specified in the student's IEP. (EC 48915.5)

*(cf. 3541.2 - Transportation for Students with Disabilities)*

#### Interim Alternative Educational Setting (IAES) Placement Due to Dangerous Behavior

~~A student with a disability may be placed in an appropriate interim alternative educational setting for up to 45 days when he/she commits one of the following acts:~~  
The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries a dangerous weapon, as defined in 18 USC 930, and/or any device which is capable of causing death or serious bodily injury to school or to a school function.

2. Knowingly possesses or uses illegal drugs while at school or a school function
3. Sells or solicits the sale of a controlled substance while at school or a school activity as identified in 21 USC 812 (c), Schedules I-V

The student's **interim** alternatives educational setting shall be determined by the student's IEP team. **(20 USC 1415(k)(1)(G); 34 CFR 300.531)**

A hearing officer may order a change in placement of a student with a disability to an appropriate interim educational setting if the hearing officer:

1. Determines that the district has established by substantial evidence, meaning beyond a preponderance of the evidence, that maintaining the current placement of the student is substantially likely to result in injury to the student or others
2. Considers the appropriateness of the student's current placement
3. Considers whether the district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services
4. Determines that the interim alternative educational setting proposed by school personnel who have met with the student's special education teacher allows the student to:
  - a. Progress in the general curriculum and continue to receive those services and modifications, including those described in his/her IEP, to enable the student to meet the goals of the IEP
  - b. Receive services and modifications designed to address the behavior and ensure that the behavior does not recur

The student may be placed in the interim alternative educational setting for up to 45 days, or until the conclusion of any due process hearing proceedings requested by the parent/guardian.

#### Behavioral Assessment and Intervention Plan

**On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)**

**A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to**

**progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)**

Not later than 10 business days after a student has been suspended for more than 10 school days or placed in an alternative educational setting, the district shall convene an IEP team meeting to conduct a functional behavior assessment and implement a behavioral intervention plan. If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it as necessary to address the behavior.

*(cf. 6159 – Individualized Education Program)*

*(cf. 6159.4 – Behavioral Interventions for Special Education Students)*

As soon as practicable after developing the behavioral intervention plan and completing the required assessments, the IEP team shall meet to develop appropriate behavioral intervention to address the behavior and shall implement those interventions.

#### Procedural Safeguards/Manifestation Determination

The following procedural safeguards shall apply when a student **with a disability** is suspended for more than 10 consecutive school days, ~~when disciplinary action is contemplated for a dangerous behavior as described above,~~ **when a series of removals of a student constitutes a pattern,** or when a change of placement **of a student** is contemplated **due to a violation of the district's code of conduct:**

1. **Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)**

*(cf. 5145.6 – Parent Notifications)*

*(cf. 6159.1 – Procedural Safeguards and Complaints for Special Education)*

The parents/guardians of the student shall be immediately notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504 on the day the decision to take action is made.

2. **Manifestation Determination Review:** Immediately if possible, but in no case later than 10 school days after the date of the decision **to take disciplinary action is made,** a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. **(20 USC 1415(k)(1)(E); 34 CFR 300.530)**

**At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the**

student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability.
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies.

If the manifestation review team determines that a condition in either a. or b. above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

*(cf. 6159.4 – Behavioral Interventions for Special Education Students)*

4. Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

*(cf. 6158 – Independent Study School)*

*(cf. 6185 – Community Day School)*



At this review, the IEP team and other qualified personnel shall consider, in terms of the behavior subject to the disciplinary action, all relevant information, including:

- a. Evaluation and diagnostic results, including the results or other relevant information supplied by the student's parent/guardians
- b. Observations of the student
- c. The student's IEP and placement

In relationship to the behavior subject to the disciplinary action, the team shall then determine whether the IEP and placement: (1) were appropriate; (2) whether supplementary aids, services, and behavioral interventions strategies were provided consistent with the student's IEP and placement; (3) also determined that the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior; (4) did not impair his/her ability to control the behavior subject to the disciplinary action.

If the team determines that the student's behavior was not a manifestation of his/her disability, then the student may be disciplined in accordance with the procedures for students without disabilities, as long as the student continues to receive services to the extent necessary to provide that student a free and appropriate public education.

If the team determines that the student's behavior was a manifestation of his/her disability, then the student's placement may be changed only via the IEP process.

#### Due Process Appeals

**If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)**

**Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.**

**If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532, as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until**

**the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)**

~~If the parent/guardian disagrees with a decision that the behavior was not a manifestation of the student's disability or with any decision regarding placement, he/she has a right to appeal the decision.~~

~~If the student's parent/guardian initiates a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student shall remain in the interim alternative setting pending the decision of the hearing officer or the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise.~~

~~If school personnel maintain that it is dangerous for the student to be placed in the current placement (placement prior to removal to the interim alternative education setting), during the pendency of the due process proceedings, the Superintendent or designee may request an expedited due process hearing.~~

Services During Expulsion

Expelled students shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free, and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

*(cf. 6158 - Independent Study)*  
*(cf. 6185 - Community Day School)*

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. **(EC 48917)**

Notification to Law Enforcement Authorities

**Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 – Suspension and Expulsion/Due Process.**

**(cf. 5131.7 – Weapons and Dangerous Instruments)**

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10.

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900 (c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

### **Report to County Superintendent of Schools**

**The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)**

#### *Legal Reference:*

##### *EDUCATION CODE*

*35146 - Closed sessions (re: suspensions)*

*35291 - Rules (of: governing board)*

**48203 – Reports of severance of attendance of disabled students**

*48900-48925 - Suspension and expulsion*

*56000 - Special education; legislative findings and declarations*

*56320 - Educational needs; requirements*

*56321 - Development or revision of individualized education program*

*56329 - Independent educational assessment*

*56340-56347 - Individual education program teams*

*56505 - State Hearing*

##### *PENAL CODE*

*245 - Assault with deadly weapon*

*626.2 - Entry upon campus after written notice of suspension or dismissal without permission*

*626.9 - Gun-Free School Zone Act*

*626.10 - Dirks, daggers, knives, razors or stun guns*

##### *UNITED STATES CODE, TITLE 18*

*930 – Weapons*

**1365 Serious bodily injury**

##### *UNITED STATES CODE, TITLE 20*

*1412 - State eligibility*

1415 - Procedural safeguards  
UNITED STATES CODE, TITLE 21  
812(e) - Controlled substances  
UNITED STATES CODE, TITLE 29  
706 - Definitions  
794 - Rehabilitation Act of 1973, Section 504  
CODE OF FEDERAL REGULATIONS, TITLE 34  
104.35 - Evaluation and placement  
104.36 - Procedural safeguards  
300.1-300.756 **818**- Assistance to states for the education of students with disabilities, **especially:**  
**300.530-300.537 – Discipline procedures**  
**COURT DECISIONS**  
**Schaffer v. Weast, (2005) 546 U.S. 549**  
*Parents of Student W. v. Puyallup School District, (1994 9<sup>th</sup> Cir.) 31 F3d 1489*  
*M.P. v. Governing Board of Grossmont Union High School District, (1994 S.D. Cal). 858 F. Supp. 1044*  
*Honig v Doe, (1988) 484 U.S. 305*  
*Doe v. Maher, (1986) 793 F.2d 1470*

*Management Resources:*

**FEDERAL REGISTER**  
**Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845**  
*34 CFR 300.a Appendix A to Part 300 – Questions and Answers*  
*34 CFR 300a1 Attachment 1: Analysis of Comments and Changes*  
**WEBSITES**  
**California Department of Education, Special Education:**  
**<http://www.cde.ca.gov/sp/se>**  
**U.S. Department of Education, Office of Special Education Programs:**  
**<http://www.ed.gov/about/offices/list/osers/osep>**

Regulation  
reviewed: June 17, 2003

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

Regulation  
reviewed: June 8, 2010

## BOARD REPORT

6/8/10

14.2

### 14.2 Approval is Recommended for the CCUSD Technology Plan

Robert Quinn, Director of Information Technology, and Mícheál Marsh, Teacher on Special Assignment for Technology & Assessment, co-chaired a representative group of district staff members to update the CCUSD Technology Plan for July 1, 2010 – June 30, 2013. The components of a district technology plan include: Curriculum; Professional Development; Infrastructure, Hardware, Technical Support, and Software; Funding and Budget; Monitoring and Evaluation; Collaborative Strategies with Adult Literacy Providers; Effective, Research-Based Methods and Strategies. New requirements for the technology plan include sections on Ethical Use and Safety to address AB 307 (passed in 2007) and the “Protecting Children in the 21st Century Act” (passed in 2008). Adoption of the technology plan will enable the district to apply for future technology grants and receive E-rate discounts.

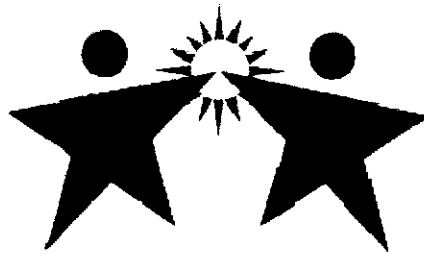
RECOMMENDED MOTION: That the Board approve the 2010-2013 CCUSD Technology Plan.

Moved by:

Seconded by:

Vote:

# Technology Plan



CULVER CITY  
UNIFIED SCHOOL DISTRICT

Culver City Unified

July 1, 2010 - June 30, 2013

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The Culver City Unified School District ("CCUSD" or "District") is located in the Los Angeles basin in California and is comprised of nine schools: El Marino Elementary (K-5), El Rincon Elementary (K-5), Farragut Elementary (K-5), La Ballona Elementary (K-5), Linwood E. Howe Elementary (K-5), Culver City Middle School (6-8), Culver City High School (9-12), Culver Park High School (10-12 continuation high school), and Independent Studies School (an independent study program). Total enrollment is approximately 6,680 students with 314 teachers.

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

**DISTRICT'S CORE BELIEFS**

- Each person deserves to be safe
- Everyone deserves to be treated with respect
- Honoring diversity makes us stronger
- Peace is worth pursuing
- The quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits
- 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 thoughts
- The sense of family and belonging is integral to our lives
- Everyone has the right to preserve his/her dignity
- Each person has the capacity for goodness

July 1, 2010 - June 30, 2013



2. Stakeholders

Stakeholders		
Name	Position	CDS
Michael Marsh	Teacher (Non-Classroom)	Los Angeles Culver City Unified
Alice Floriba	Classroom Teacher	Los Angeles Culver City Unified El Marino Elementary
Alicia Jackson	Classroom Teacher	Los Angeles Culver City Unified Farragut Elementary
Amy Anderson	Site Administrator	Los Angeles Culver City Unified Linwood E. Howe Elementary
Aria Maria Kowalski	Technology Support Staff	Los Angeles Culver City Unified El Marino Elementary
Andrea Harnack	Technology Support Staff	Los Angeles Culver City Unified Farragut Elementary
Andrew Collett	Classroom Teacher	Los Angeles Culver City Unified Culver City Middle
Antonette Fournier	Teacher (Non-Classroom)	Los Angeles Culver City Unified
Casey Chabola	Classroom Teacher	Los Angeles Culver City Unified Linwood E. Howe Elementary
Erin Salmon	Classroom Teacher	Los Angeles Culver City Unified Culver City Middle
Gwenis Laura	District Administrator	Los Angeles Culver City Unified
Mary Lou Harbison	County CTAP Representative	Los Angeles
Janet Ames	Classroom Teacher	Los Angeles Culver City Unified El Rincon Elementary
Kelli Tarvyd	Classroom Teacher	Los Angeles Culver City Unified Culver City High
Lynn Elora	Classroom Teacher	Los Angeles Culver City Unified Farragut Elementary
Mary Van Loo	Technology Support Staff	Los Angeles Culver City Unified Culver City High
Pam Magee	Site Administrator	Los Angeles Culver City Unified Culver City High
Patti Angenstein	Technology Support Staff	Los Angeles Culver City Unified Culver City Middle
Robert Quinn	Technology Support Staff	Los Angeles Culver City Unified
Steven Acosta	Technology Support Staff	Los Angeles Culver City Unified Linwood E. Howe Elementary

A Technology Team was formed for Culver City Unified School District (CCUSD) that consisted of certificated and classified staff from each site as well as district personnel and a County CTAP Representative. This team meets to discuss curriculum and technology issues. Additionally, the Assistant Superintendent, Educational Services and the Teacher On Special Assignment, Technology and Assessment guided the planning committee through the curricular component of the technology plan. Although students and parents were not directly involved in the writing of the plan, some were consulted on their educational technology needs. The Team also consulted with resources from outside the District to get expert opinions on the Plan.

- 3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.
- Culver City Unified School District has five elementary schools, one middle school, one high school, one continuation high school, one independent study school. These schools serve approximately 6,680 students on an annual basis.
- All classrooms and libraries are wired for the Internet. Computer to student ratios are as follows (See Appendix B for computer inventory and exact ratios):
- Three elementary schools and the middle school have an 8:1 student to computer ratio.
  - One elementary school has a 10:1 student to computer ratio.
  - One elementary school and the independent study school have a 9:1 student to computer ratio.
  - The high school and continuation high school have a 4:1 student to computer ratio.
- All teachers have access to at least one computer either in their classroom or in a teacher work area at their campus. These computers have access to productivity tools and the Internet, and are available to teachers before, during and after school.

- 3b. Description of the district's current use of hardware and software to support teaching and learning.

The high school has four computer labs; two are being used as classrooms (ROP Digital Animation and ROP Applications classes) as well as five mini-labs in Art, Music, Film, Journalism and the Read 180 English class. There are also three laptop carts totaling 52 laptops for daily checkout. The high school's labs are available for teachers to use with their classes. The middle school has four computer labs; two are being used as classrooms to teach the computer elective and a Title I course focusing on reading and math skills. Teachers bring their students to the other labs to conduct online research, write reports, use CD-ROMS that support the curriculum and use other technological resources that are available to them. In addition, the language department uses the lab for Advanced Placement (AP) testing.

The high school library has 24 PC workstations and one PC circulation workstation. The middle school library has eleven PC student workstations and one PC circulation workstation. Network printing to a laser printer is available at all sites. Athena software is used for online circulation as well as the card catalog. Student workstations have internet access and full Microsoft Office capabilities.

The continuation high school and the independent study program have a library facility at Culver Park High School with one PC circulation workstation that utilized Athena software for online circulation.

All elementary school libraries have four PC student workstations and one PC circulation workstation. All elementary school libraries have access to the Internet. The libraries at the Middle School and High School are open from 7:00 AM to 4:00 PM, which allows for computer use before and after school for students and staff. All teachers at the Middle School and High School have at least one computer in their classroom for use before, during and after school by both students and staff. Additionally, the Tech Center at the High School is open an hour after school for student use. All computer labs, including the library, are available for use by all classes, including GATE, Special Education and F.L. students.

At the middle school and high school, students use technology for writing/word processing, Internet searches, research and use of Internet sites to support the curriculum, and to create multimedia presentations for their courses. Additionally, students use content-specific CD-ROMS and/or content specific software (i.e. Accelerated Math). Some students create webpages and digital movies. The Regional Occupational Program, at the high school, offers courses in keyboarding, productivity tools, intermediate and advanced web design, digital photography and animation. Since 1997, the Academy of Visual and Performing Arts at the high school has been producing professional videos/movies, using Final Draft for scripts and Final Cut for video editing, as well as digital artwork and interactive web-pages and professionally engineered student recordings. The Journalism students use Photoshop and InDesign to produce the monthly school newspaper and the Yearbook class submits all materials on line to the publisher. The art department uses Adobe's Creative Suite.

The middle school uses the electronic gradebook, *Making the Grade*, to calculate student grades. The high school uses the electronic gradebook within Aeries Browser Interface (ABI) to calculate student grades and to improve student management. Culver City Unified School District uses Aeries as their student information system. This year the elementary schools joined the other schools in the use of Aeries Browser Interface (ABI) to record attendance. One elementary school is piloting an online report card. The district goal is to have all elementary schools using computer generated report cards by fall 2010.

The elementary schools are using electronic resources that are included with our adopted curriculums. These resources include CD-ROMs and interactive websites with links for resources and supplemental activities that are available to students, teachers and parents. Teachers in special needs classes use Internet resources and CD-ROMS with their students to provide powerful learning experiences and access resources not presently in their classrooms. The *Earobics* program is used at some elementary sites in the Kindergarten classes and in the special needs program throughout the district. Many special needs teachers also use the Internet and digital resources to access resources not available in their textbook or other classroom resources.

The district's 1998 Technology Plan established technology proficiencies by grade level. These proficiencies are currently being reviewed by the district's technology team and being adjusted to closely match the student and teacher proficiencies established by the International Society for Technology in Education. The district continues to strive to embed these proficiencies into the core curriculum.

In 2007, Educational Services launched a district Moodle (Modular Object Oriented Dynamic Learning Environment) for teachers and staff. This Moodle is designed to promote learning communities for teachers and staff to share and communicate within. One of the Moodle areas is in Educational Technology with resources and online workshops to support teachers with integrating technology into the curriculum. Some teachers have Moodle sites for their classrooms and students. Over time, all teachers will have classroom Moodle's for their students.

Also in 2007, Educational Services put an Electronic Learning Assessment Resource (ELAR) called Galileo by Assessment Technology Incorporated (ATI) in place. This web-based technology allows teachers to access and analyze benchmark results. Along with benchmark results, Galileo warehouses State assessment results and any teacher or department made tests. The online software includes a test builder, gradebook and instructional dialog components. Galileo looks at student assessment results and makes predictions, based on an Item Response Theory (IRT) model, on how well the students will do on upcoming state assessments. Galileo then gives the teacher a list of prioritized standards that will best help the student achieve on the upcoming state test. Galileo also recommends instructional resources that can be used such as web pages and interactive instructional dialogs that can be delivered as whole class instruction or online individually at school or home.

The district's webpage is designed to foster communication between the schools, students, parents and the community. The secondary schools post student bulletins and all schools in the district post agendas and meeting minutes from English Language Advisory Committee Meetings as well as Site Council meetings. In 2009, the High School established a secure on-line Parent Portal to assist the school to home communications. Some of the elementary campuses post periodic communications for parents and notes on special events. The district's goal is to make the webpage a true communication tool for the Culver City Unified School District school community. District employees have published email addresses for communication with students and parents. A links page was developed by Educational Services with relevant educational Internet sites for teachers to use and/or access information about various programs, professional development, curriculum & instruction. The Superintendent's office has an email distribution list and emails communication on a regular basis to its members. This, too, allows better communication with the Culver City Educational Community about the activities and programs in our district.

Using EdTech Profile, a snapshot of the district's current use of hardware and software to support teaching and learning can be obtained.

In what ways and to what degree do teachers use technology tools (computers, video, Internet, and hand-held devices) to (number of responses, and relative percentage):

	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never	Total Responses					
Create instructional materials	69	33%	68	33%	47	23%	11	5%	11	5%	206
Deliver classroom instruction	47	23%	52	25%	51	25%	29	14%	27	13%	206

	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never	Total Responses					
Manage student grades and attendance	138	67%	20	10%	9	4%	8	4%	31	15%	206
Communicate with colleagues	127	62%	45	22%	20	10%	6	3%	8	4%	206
Communicate with parents or students	71	34%	66	32%	48	23%	10	5%	11	5%	206
Gather information for planning lessons	57	28%	69	33%	52	25%	15	7%	13	6%	206
Access model lesson plans and best practices	40	19%	52	25%	61	30%	34	17%	19	9%	206

Teachers assign students work that involves using technology (computers, video, Internet, and hand-held devices) with the following frequency (number of responses, and relative percentage):

	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never	Total Responses					
Word Processing	23	11%	20	10%	74	36%	39	19%	48	24%	204
Reinforcement and practice	20	10%	32	16%	68	33%	37	18%	47	23%	204
Research, using the Internet and/or CD-ROMs	15	7%	18	9%	65	32%	48	24%	58	28%	204
Creating reports or projects	12	6%	15	7%	51	25%	67	33%	59	29%	204
Demonstrations or simulations	12	6%	15	7%	26	13%	46	23%	105	51%	204
Correspondence with experts, authors, students from other schools, etc., via email or Internet	10	5%	7	3%	15	7%	32	16%	140	69%	204

	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never	Total Responses
Solving problems or analyzing data	10 5%	12 6%	34 17%	42 21%	106 52%	204
Graphically presenting information	11 5%	7 3%	38 19%	46 23%	102 50%	204

3c. Summary of the district's curricular goals that are supported by this tech plan.

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.

The Board of Education has adopted standards in the core academic areas of English Language Arts, math, science, history/social science. State frameworks and standards were used as the basis for our local standards; for other subjects, the district relies upon state standards where they exist. For technology, National Educational Technology Standards for Students (NETS) by International Society for Technology in Education (ISTE) serve as the basis for our standards.

The district's scope and sequence curriculum guides are designed and utilized by all educators at each subject area and grade level. These guides prioritize standards to ensure a more consistent instructional program and provide guidance to parents and teachers to develop a course of instruction to meet the ongoing needs of the students. In addition, teachers throughout the district in English Language Arts and math have worked to identify Essential Standards critical to the success of students as they move from grade level to grade level, and teachers at the elementary level use a Standards Based Report Card system.

**The ISTE National Educational Technology Standards (NETS-S), and Performance Indicators for Students**

**1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- apply existing knowledge to generate new ideas, products, or processes.
- create original works as a means of personal or group expression.
- use models and simulations to explore complex systems and issues.
- Identify trends and forecast possibilities.

**2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

**3. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

- plan strategies to guide inquiry.
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

**4. Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- identify and define authentic problems and significant questions for investigation.
- plan and manage activities to develop a solution or complete a project.
- collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

**5. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- advocate and practice safe, legal, and responsible use of information and technology.
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

**6. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- understand and use technology systems.
- select and use applications effectively and productively.
- troubleshoot systems and applications.
- Transfer current knowledge to learning of new technologies.

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

**Goal 3d.1: Technology will be integrated into the core curriculum to support reading comprehension/language arts and math skills aligned with the California State Standards.**

Objective 3d.1.1: K-5 grade students will utilize computer based productivity applications to support the curricular goals of the District.

**Benchmarks:**

- Year 1: Teachers will assign students work that involves using technology (computers, video, Internet, and hand-held devices) at least between once a week and monthly with a 55% relative percentage as reported by Ed Tech Profile on the Tech Plan Report averaging indicators "Word Processing" and "Creating reports or projects."
- Year 2: Teachers will assign students work that involves using technology (computers, video, Internet, and hand-held devices) at least between once a week and monthly with a 65% relative percentage as reported by Ed Tech Profile on the Tech Plan Report averaging indicators "Word Processing" and "Creating reports or projects."
- Year 3: Teachers will assign students work that involves using technology (computers, video, Internet, and hand-held devices) at least between once a week and monthly with a 75% relative percentage as reported by Ed Tech Profile on the Tech Plan Report averaging indicators "Word Processing" and "Creating reports or projects."

Implementation Plan			
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation Instrument
Provide staff development opportunities for teachers to learn about, plan and implement lessons that integrate technology into language arts and math.	On-going, throughout the academic year.	Assistant Superintendent of Educational Services assisted by Teacher On Special Assignment: Technology & Assessment, Site Administrators and Department Chairs along with Site Technology Representatives	Observations, lesson plans, student work samples Observations, Workshop Evaluations, documentation

Provide opportunities for teachers to share lesson plans and student assignments that use technology. Demonstrate "Best Practices" use of technology.	On-going, throughout the academic year.	Site Administrators, Teacher on Special Assignment: Technology & Assessment, Department Chairs, Site Technology Representatives	Agendas, sign-in sheets, lesson plans, student work samples	Observations, Workshop Evaluations, documentation
Research software and websites that support reading comprehension/ language arts and math.	On-going, throughout the academic year.	Site Administrators, Teacher on Special Assignment: Technology & Assessment, Department Chairs, Site Technology Representatives	Ed Tech website with applicable websites for teacher use	Observation, Ed Tech Profile
Annual assessment of staff for integration of technology into Language Arts and math.	On-going, throughout the academic year.	Site Administrators, Teacher on Special Assignment: Technology & Assessment, Department Chairs, Site Technology Representatives	Observation, examples of student work, Ed Tech Profile	Ed Tech Profile

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide staff development opportunities for teachers to learn about, plan and implement lessons that integrate technology into language arts and math.	On-going, throughout the academic year.	Assistant Superintendent of Educational Services assisted by Teacher On Special Assignment; Technology & Assessment, Site Administrators and Department Chairs along with Site Technology Representatives	Agendas, sign-in sheets, lesson plans, student work samples	Observations, Workshop Evaluations, documentation
Provide opportunities for teachers to share lesson plans and student assignments that use technology. Demonstrate "Best Practices" use of technology.	On-going, throughout the academic year.	Site Administrators, Teacher on Special Assignment; Technology & Assessment, Department Chairs, Site Technology Representatives	Agendas, sign-in sheets, lesson plans, student work samples	Observations, Workshop Evaluations, documentation
Research software and websites that support reading comprehension/ language arts and math.	On-going, throughout the academic year.	Site Administrators, Teacher on Special Assignment; Technology & Assessment, Department Chairs, Site Technology Representatives	Ed Tech website with applicable websites for teacher use	Observation, Ed Tech Profile
Annual assessment of staff for integration of technology into Language Arts and math.	On-going, throughout the academic year.	Site Administrators, Teacher on Special Assignment; Technology & Assessment, Department Chairs, Site Technology Representatives	Observation, examples of student work, Ed Tech Profile	Ed Tech Profile

Objective 3d.1.2: 6-8 grade students will utilize computer based productivity applications, multimedia tools, and online applications to support the curricular goals of the District.

**Benchmarks:**

- Year 1: Teachers will assign students work that involves using technology (computers, video, Internet, and hand-held devices) at least between once a week and monthly with a 45% relative percentage as reported by Ed Tech Profile on the Tech Plan Report averaging indicators "Word Processing," "Creating reports or projects," "Research, using the Internet and/or CD-ROMs" and "Demonstrations or simulations."
- Year 2: Teachers will assign students work that involves using technology (computers, video, Internet, and hand-held devices) at least between once a week and monthly with a 55% relative percentage as reported by Ed Tech Profile on the Tech Plan Report averaging indicators "Word Processing," "Creating reports or projects," "Research, using the Internet and/or CD-ROMs" and "Demonstrations or simulations."

- Year 3: Teachers will assign students work that involves using technology (computers, video, Internet, and hand-held devices) at least between once a week and monthly with a 65% relative percentage as reported by Ed Tech Profile on the Tech Plan Report averaging indicators "Word Processing," "Creating reports or projects," "Research, using the Internet and/or CD-ROMs" and "Demonstrations or simulations."

Objective 3d.1.3: 9-12 grade students will be able to utilize and collaborate across computer based productivity applications, multimedia tools, and online applications to support the curricular goals of the District.

**Benchmarks:**

- Year 1: Teachers will assign students work that involves using technology (computers, video, Internet, and hand-held devices) at least between once a week and monthly with a 40% relative percentage as reported by Ed Tech Profile on the Tech Plan Report averaging indicators "Word Processing," "Creating reports or projects," "Research, using the Internet and/or CD-ROMs," "Demonstrations or simulations," "Correspondence with experts, authors, students from other schools, etc., via email or Internet" and "Solving problems or analyzing data."
- Year 2: Teachers will assign students work that involves using technology (computers, video, Internet, and hand-held devices) at least between once a week and monthly with a 50% relative percentage as reported by Ed Tech Profile on the Tech Plan Report averaging indicators "Word Processing," "Creating reports or projects," "Research, using the Internet and/or CD-ROMs," "Demonstrations or simulations," "Correspondence with experts, authors, students from other schools, etc., via email or Internet" and "Solving problems or analyzing data."
- Year 3: Teachers will assign students work that involves using technology (computers, video, Internet, and hand-held devices) at least between once a week and monthly with a 60% relative percentage as reported by Ed Tech Profile on the Tech Plan Report averaging indicators "Word Processing," "Creating reports or projects," "Research, using the Internet and/or CD-ROMs," "Demonstrations or simulations," "Correspondence with experts, authors, students from other schools, etc., via email or Internet" and "Solving problems or analyzing data."

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide staff development opportunities for teachers to learn about, plan and implement lessons that integrate technology into language arts and math.	On-going, throughout the academic year.	Assistant Superintendent of Educational Services assisted by Teacher On Special Assignment; Technology & Assessment, Site Administrators and Department Chairs along with Site Technology Representatives	Agendas, sign-in sheets, lesson plans, student work samples	Observations, Workshop Evaluations, documentation
Provide opportunities for teachers to share lesson plans and student assignments that use technology.	On-going, throughout the academic year.	Site Administrators, Teacher on Special Assignment; Technology & Assessment, Department Chairs, Site Technology Representatives	Agendas, sign-in sheets, lesson plans, student work samples	Observations, Workshop Evaluations, documentation
Demonstrate "Best Practices" use of technology.	On-going, throughout the academic year.	Site Administrators, Teacher on Special Assignment; Technology & Assessment, Department Chairs, Site Technology Representatives	Ed Tech website with applicable websites for teacher use	Observation, Ed Tech Profile
Research software and websites that support reading comprehension/ language arts and math.	On-going, throughout the academic year.	Site Administrators, Teacher on Special Assignment; Technology & Assessment, Department Chairs, Site Technology Representatives	Observation, examples of student work, Ed Tech Profile	Ed Tech Profile
Annual assessment of staff for integration of technology into Language Arts and math.	On-going, throughout the academic year.	Site Administrators, Teacher on Special Assignment; Technology & Assessment, Department Chairs, Site Technology Representatives		

**Goal 3d.2: Teacher and students will have access to cutting edge technological tools that will enhance their learning experience in standards-driven learning activities.**

Objective 3d.2.1: All K-12 teachers will utilize an ELAR (Electronic Learning and Assessment Resource) such as Galileo to help determine student needs to meet proficiency requirements and to house and administer standards based lessons and assessments created by CCUSD and others.

**Benchmarks:**

- Year 1: By June 2011, all 2-11 grade teachers will use benchmark data to make instructional decisions about their students in English Language Arts and Mathematics.
- Year 2: By June 2012, all 2-11 grade teachers will use benchmark data to make instructional decisions about their students in English Language Arts and Mathematics

and 50% of the teachers and students will use the ELAR technology to create more powerful learning experiences.

- Year 3: By June 2013, all 2-11 grade teachers will use benchmark data to make instructional decisions about their students in English Language Arts and Mathematics and 75% of the teachers and students will use the ELAR technology to create more powerful learning experiences.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Professional development for all employees is conducted as needed on using Galileo resources (Reports, Test Builder, Curriculum, etc.)	Ongoing.	Principals, Teacher On Special Assignment; Technology & Assessment	All employees participate in the events. Attendance is tracked through sign-in sheets.	Feedback for presentations and activities are requested through online surveys.
Teachers will meet regularly to review data.	Throughout the year.	Principals, Assistant Superintendent of Educational Services.	Galileo reports will be reviewed.	Galileo reports.
Teacher will use Benchmark Data to develop appropriate enrichment and intervention activities for students.	Ongoing	Principals, Assistant Superintendent of Educational Services.	Principals will monitor through observation and grade level meetings.	Principal feedback.
CCUSD Teacher developed enrichment and intervention lessons will be uploaded and housed in Galileo.	Ongoing	Principals, Assistant Superintendent of Educational Services.	Principals & Computer Lab Technology Aides will monitor that lessons are being added.	Galileo reports.

3c. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

**Goal 3e.1: All students will demonstrate grade level appropriate information literacy skills through the use of computers to access, interpret, evaluate, organize, select and produce information.**

Objective 3e.1.1: K-5 students will be able to demonstrate mastery of keyboard and mouse interfacing, accessing network user accounts, evaluating and organizing basic computer information, and producing documents relating to classroom curricula.

**Benchmarks:**

- Year 1: 80% of students will have mastered knowledge of basic computer operations such as turning on/off a computer, creating, editing and saving word processing documents, and generating an output of the student work as reported by Ed Tech Profile on the Tech Plan Report indicators "Deliver classroom instruction," of at least between once a week and monthly.
- Year 2: 90% of students will have mastered knowledge of basic computer operations such as turning on/off a computer, creating, editing and saving word processing documents, and generating an output of the student work as reported by Ed Tech Profile on the Tech Plan Report indicators "Deliver classroom instruction," of at least between once a week and monthly.
- Year 3: 100% of students will have mastered knowledge of basic computer operations such as turning on/off a computer, creating, editing and saving word processing documents, and generating an output of the student work as reported by Ed Tech Profile on the Tech Plan Report indicators "Deliver classroom instruction," of at least between once a week and monthly.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
K-5 students will visit the computer lab weekly and receive lessons that integrate technology.	Throughout the year.	Teachers, Principals, Computer Lab Tech Assistant	Teacher will evaluate student work produced in the computer lab.	Student work, Computer Lab Tech Aide observations, EdTech Profile.

Objective 3e.1.2: 6-8 students will be able to demonstrate mastery of knowledge, application and sophisticated use of computer operations, word processing, internet search and retrieval, electronic communications, multimedia presentations in a collaborative environment.

**Benchmarks:**

- Year 1: 80% of 6-8 students will have produced work from collaborative projects that involve word processing, internet research, e-mail, and multimedia as reported by Ed Tech Profile on the Tech Plan Report indicators "Deliver classroom instruction," of at least between once a week and monthly.
- Year 2: 90% of 6-8 students will have produced work from collaborative projects that involve word processing, internet research, e-mail, and multimedia as reported by Ed Tech Profile on the Tech Plan Report indicators "Deliver classroom instruction," of at least between once a week and monthly.
- Year 3: 100% of 6-8 students will have produced work from collaborative projects that involve word processing, internet research, e-mail, and multimedia as reported by Ed Tech Profile on the Tech Plan Report indicators "Deliver classroom instruction," of at least between once a week and monthly.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
6-8 students will utilize the computer labs, mobile carts, to receive lessons that integrate technology and to collaborate on multimedia projects.	Throughout the year.	Teachers, Principals, Computer Lab Tech Assistant	Classroom Teacher will monitor student activity and project activity and works produced.	Observations, grading, Ed Tech Profile

Objective 3e.1.3: 9-12 students will be able to demonstrate mastery of both independent and collaborative computer operations, word processing, internet search and retrieval, electronic communications and multimedia presentations.

**Benchmarks:**

- Year 1: 80% of 9-12 students have demonstrated mastery of both independent and collaborative computer operations, word processing, internet search and retrieval, electronic communications, and multimedia presentations as reported by Ed Tech Profile on the Tech Plan Report indicators "Deliver classroom instruction," of at least between once a week and monthly.
- Year 2: 90% of 9-12 students have demonstrated mastery of both independent and collaborative computer operations, word processing, internet search and retrieval, electronic communications, and multimedia presentations as reported by Ed Tech Profile on the Tech Plan Report indicators "Deliver classroom instruction," of at least between once a week and monthly.
- Year 3: 100% of 9-12 students have demonstrated mastery of both independent and collaborative computer operations, word processing, internet search and retrieval, electronic communications, and multimedia presentations as reported by Ed Tech Profile on the Tech Plan Report indicators "Deliver classroom instruction," of at least between once a week and monthly.



Implementation Plan			
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation Instrument
9-12 students are expected to be able to complete and submit independent and collaborative assignments, including word processing documents, electronic communications and multimedia presentations to other students and teachers.	Throughout the year.	Teachers, Principals, Computer Lab Tech Assistant	Teachers will monitor and evaluate the work produced and submitted by students.  Teachers will evaluate the quality of work submitted. EdTech Profile.

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

**Goal 3f.1: All teachers and students will follow the District's Acceptable Use Policy and practice ethical Internet use.**

Implementation Plan			
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation Instrument
Every student and employee receives, understands and signs an acceptable use policy. The document addresses copyright and fair use.	At the start of each academic school year.	Principals, Human Resources	Human Resources receives and tracks every teacher's signed acceptable use policy. Principals receive and track every student's signed acceptable use policy.
A designated professional development day for all employees is conducted to address copyright and fair use and to provide teachers with resources for lessons.	Once a year.	Principals, Teacher On Special Assignment: Technology & Assessment.	All employees are requested to attend. Attendance is tracked through sign-in sheets. Feedback for presentations and activities are requested through online surveys.

Teachers will conduct lessons on ethical use of information technology in the classroom so students can understand copyright and fair use practices.	Throughout the year and included in red ribbon week activities.	Principals, Teacher On Special Assignment: Technology & Assessment	Teacher On Special Assignment: Technology & Assessment will ensure that curriculum is readily available. Teachers and students will have online access to curriculum resources.	Teacher and Student feedback. Logs.
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3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

**Goal 3g.1: All teachers and students will follow the District's Acceptable Use Policy and practice safe internet use.**

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation Instrument	
A designated professional development day for all employees is conducted to address Internet safety and provide lesson resources.	Once a year in a professional development day.	Principals, Teacher On Special Assignment: Technology & Assessment	All employees participate in the event. Attendance is tracked through sign-in sheets.	Feedback for presentations and activities are requested through online surveys.
Teachers will conduct lessons on Internet safety during Red Ribbon Week with additional follow up periodically.	Throughout the year and included in red ribbon week activities.	Teachers, Principals, Teacher On Special Assignment: Technology & Assessment	Principals & Computer Lab Technology Aides will monitor the Internet safety lessons to assure all students receive instruction.	Teacher and student feedback. Logs.
Teachers of secondary students will conduct lessons on Internet safety that include online privacy and predator information during Red Ribbon Week with additional follow up periodically.	Throughout the year and included in red ribbon week activities.	Teachers, Principals, Teacher On Special Assignment: Technology & Assessment	Principals & Computer Lab Technology Aides will monitor the Internet safety lessons to assure all students receive instruction.	Teacher and student feedback. Logs.

3h. Description of the district policy or practices that ensure equitable technology access for all students.

All students will have access to technology during the regular school day. The District will provide adequate resources to replace and maintain functioning computer resources to ensure equitable technology access. All school sites will maintain functioning computer labs and libraries with computers that are available for student use. Furthermore, students can also bring their own laptops to utilize available resources, such as the Internet.

- 3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

**Goal 3i.1: All teachers will record and post attendance and grades through the online student information system and utilize available assessment information in the electronic learning and assessment resource.**

Objective 3i.1.1: All teachers will use Aeries Browser Interface (ABI) to submit daily attendance online.

Benchmarks:

- Year 1: 80% of teachers will use Aeries Browser Interface (ABI) to submit attendance.
- Year 2: 90% of teachers will use Aeries Browser Interface (ABI) to submit attendance.
- Year 3: 100% of teachers will use Aeries Browser Interface (ABI) to submit attendance.

Implementation Plan			
Activity	Timeline	Person(s) Responsible	Evaluation Instrument
Daily attendance reports will be reviewed to ensure teachers are submitting attendance every period or day.	Throughout the year.	Attendance Clerks, Computer Specialist, Principals.	Aeries Browser Interface (ABI) reports.

Objective 3i.1.2: All teachers will utilize electronic report cards.

Benchmarks:

- Year 1: 80% of teachers will complete report cards electronically.
- Year 2: 90% of teachers will complete report cards electronically.
- Year 3: 100% of teachers will complete report cards electronically.

Implementation Plan			
Activity	Timeline	Person(s) Responsible	Evaluation Instrument
Elementary school site principals will work with grade level teams to determine standards and content of electronic report cards.	Throughout the year.	Principals, Assistant Superintendent of Educational Services.	Drafts and finalized updated versions of report cards.
IT Department will build custom object reports and custom web pages for teachers to enter report card information. Training will be provided to teachers.	Throughout the year.	Director of Technology, Computer Specialist	Electronic report cards will be tested with a pilot group of teachers. Additional training will be provided to all teachers before full implementation.
			Hard copy print outs of the report cards will be examined. Feedback will be collected from teachers.

Objective 3i.1.3: All teachers will use Galileo by ATI to access local benchmark and state assessment student achievement data.

Benchmarks:

- Year 1: 80% of teachers will use Galileo by ATI to analyze student achievement and determine next steps.
- Year 2: 90% of teachers will use Galileo by ATI to analyze student achievement and determine next steps.
- Year 3: 100% of teachers will use Galileo by ATI to analyze student achievement and determine next steps.

Implementation Plan			
Activity	Timeline	Person(s) Responsible	Evaluation Instrument
CCUSD benchmark tests will be administered three times a year.	Throughout the year.	Principals, Assistant Superintendent of Educational Services, Teacher On Special Assignment: Technology & Assessment, Computer Lab Tech Assistant.	Galileo reports will be reviewed.
Teachers will meet regularly to review data.	Throughout the year.	Principals, Assistant Superintendent of Educational Services.	Galileo reports will be reviewed.

- 3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

**Goal 3j.1: Resources will be provided to schools, administrators and teachers to improve communications for parents.**

Objective 3j.1.1: All school websites will be available through one standard, content-managed solution with up to date information.

**Benchmarks:**

- Year 1: 80% of school websites will be hosted on one platform and maintained daily.
- Year 2: 90% of school websites will be hosted on one platform and maintained daily.
- Year 3: 100% of school websites will be hosted on one platform and maintained daily.

Implementation Plan			
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation Instrument
Schools will identify procedures that will update their websites daily.	Early 2010 and ongoing.	Principals, Director of Technology	Looking at school websites
Administrative and teaching staff will be trained on using content-managed solution.	Ongoing.	Director of Technology, Teacher On Special Assignment: Technology & Assessment, Principals.	Training Session sign-ups.

Objective 3j.1.2: Increase use of online surveys (and reduce use of paper surveys) to parents for information gathering and analysis.

**Benchmarks:**

- Year 1: 50% of surveys are online.
- Year 2: 75% of surveys are online.
- Year 3: 100% of surveys are online.

Implementation Plan			
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation Instrument
Provide additional training opportunities with stakeholders that distribute surveys.	In Year 1 and ongoing.	Principals, Director of Technology, Teacher On Special Assignment: Technology & Assessment.	Evaluate completion rates for online surveys.
			Identify surveys that are still conducted via paper and transition to online surveys.

Implementation Plan			
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation Instrument
Market and inform parents and community of online survey tools.	Ongoing.	Principals, Director of Technology, Teacher On Special Assignment: Technology & Assessment.	Monitor online survey completion rates and responses.
			Analyze survey completion data and statistics.

Objective 3j.1.3: Implement the online learning environment MOODLE (Modular Object Oriented Dynamic Learning Environment) for use by classroom teachers.

**Benchmarks:**

- Year 1: 25% of classrooms will have an online learning environment MOODLE (Modular Object Oriented Dynamic Learning Environment).
- Year 2: 45% of classrooms will have an online learning environment MOODLE (Modular Object Oriented Dynamic Learning Environment).
- Year 3: 65% of classrooms will have an online learning environment MOODLE (Modular Object Oriented Dynamic Learning Environment).

Implementation Plan			
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation Instrument
IT Department will install an instance of MOODLE for student use.	Early 2010.	Director of Technology.	MOODLE will be available and procedures for maintenance determined.
Administrative and teaching staff will be trained on using MOODLE.	Ongoing.	Principals, Director of Technology, Teacher On Special Assignment: Technology & Assessment.	In-service sessions during and after school hours will be provided. Training session sign-ups.

3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

**The process will involve:**

- Each trimester or semester, the principals, Director of Technology, and Teacher On Special Assignment: Technology & Assessment will discuss the progress of identified curriculum goals, objectives and benchmarks.
- Biannually, the Technology Team will receive progress checks and update the Technology Plan.

- Annually, the Director of Technology & Teacher On Special Assignment: Technology & Assessment will provide an update on the Technology Plan to all stakeholders.

#### 4. Professional Development

- 4a. Summary of teachers' and administrators' current technology skills and needs for professional development.

To foster a school environment that promotes powerful learning, the CCUSD promotes the application and use of sophisticated technology in classroom management, presentation, and productivity tools within the classrooms and schools. To that end, the staff will actively participate in a variety of professional development activities including, but not limited to: workshops, distance learning opportunities, in-class modeling, mentoring, coaching, follow-up support, and on-going collegial collaboration. Over time, the staff will continuously grow in their competence and confidence in using technology to efficiently and effectively prepare students for ever-changing expectations in the 21st century.

All teachers today have access to a computer in their classroom. All computers come with basic Open Office software and have network and Internet connectivity in the classroom. Teachers have access to a variety of on-line information for lesson plans and subject area research. Instructional mastery standards are established in the CCUSD Technology plan. Teachers are required to complete EdTechProfile and we are working towards 100% compliance.

#### Targeted Areas

- Self Assessment and Evaluation
- Professional Development Opportunities
- Use of Communication Systems
- Resources
- Productivity

- 4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

#### **Goal 4b.1: Teachers and administrators will complete the EdTechProfile Technology Assessment Profile.**

Objective 4b.1.1: Teachers and administrators will complete the EdTechProfile self-evaluation online.

Benchmarks:

- Year 1: 80% of teachers and administrators complete the self-evaluation online.
- Year 2: 90% of teachers and administrators complete the self-evaluation online.
- Year 3: 100% of teachers and administrators complete the self-evaluation online.

Implementation Plan			
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation Evaluation Instrument
Email communications will be sent to all staff reminding them to complete the online self-evaluation.	January of each year.	Director of Technology, Teacher On Special Assignment & Technology Assessment, Principals.	EdTechProfile administrative reports.
Provide time and incentives for staff to complete the self-evaluation.	Ongoing.	Director of Technology, Teacher On Special Assignment & Technology Assessment, Principals.	EdTechProfile administrative reports completion rate comparisons.

**Goal 4b.2: All instructional staff and administrators will have access to skill-specific and district-sponsored technology training classes through after school, Saturday and online professional development classes and workshops.**

Objective 4b.2.1: Teachers will participate in District sponsored, skill specific in-service technology sessions.

Benchmarks:

- Year 1: 8 hours of technology training classes and/or workshops open to all teachers district-wide will be provided by the District.
- Year 2: 10 hours of technology training classes and/or workshops open to all teachers district-wide will be provided by the District.
- Year 3: 12 hours of technology training classes and/or workshops open to all teachers district-wide will be provided by the District.

Implementation Plan			
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation Evaluation Instrument
Professional development/in-service opportunities will be provided.	Ongoing	Principals, Assistant Superintendent of Educational Services, Teacher On Special Assignment, Technology & Assessment, Director of Technology.	Attendance and participation will be monitored. Teacher feedback will be analyzed.
			Sign-in sheets, Online survey feedback.

Objective 4b.2.2: Teachers will participate in LACOE/CTAP and/or CUE sponsored professional development sessions or workshops after school, Saturdays or online.

Benchmarks:

- Year 1: 25% of teacher will sign-up or apply to attend LACOE sponsored professional development opportunities.
- Year 2: 50% of teacher will sign-up or apply to attend LACOE sponsored professional development opportunities.
- Year 3: 75% of teacher will sign-up or apply to attend LACOE sponsored professional development opportunities.

Implementation Plan			
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation Evaluation Instrument
LACOE/CTAP and/or Computer Using Educators (CUE) professional development opportunities or events will be distributed through electronic mail lists and the District's EdTech MOODLE.	Ongoing	Principals, Assistant Superintendent of Educational Services, Teacher On Special Assignment, Technology & Assessment, Director of Technology.	Attendance and participation will be monitored with LACOE and feedback will be solicited from participating teachers.
			Sign-in sheets, Teacher feedback.

**Goal 4b.3: All instructional staff and administrators will use electronic mail systems to communicate and collaborate within the site, throughout the district and when practical with parents and will use network access to link up with other educators on specific topics through online discussion groups and online professional communities.**

Objective 4b.3.1: Staff will utilize e-mail, electronic mail lists and online professional communities for school and district-wide communications.

Benchmarks:

- Year 1: 80% of instructional staff including administrators will check and use email, listserves, message boards and chat rooms.
- Year 2: 90% of instructional staff including administrators will check and use email, listserves, message boards and chat rooms.
- Year 3: 100% of instructional staff including administrators will check and use email, listserves, message boards and chat rooms.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Ensure that all electronic mail lists and online professional communities (MOODLE) contain current staff emails/user information.	Ongoing	Director of Technology.	Subscriber/User lists will be reviewed to match school directories.	Subscriber/User lists compared to school directories.
Professional development in-service opportunities will be provided.	Ongoing	Principals, Assistant Superintendent of Educational Services, Teacher On Special Assignment, Technology & Assessment, Director of Technology.	Attendance and participation will be monitored. Teacher feedback will be analyzed.	Sign-in sheets. Online survey feedback.
School and District leadership will encourage the use of email, mail lists and online professional communities.	Ongoing	Principals, Assistant Superintendent of Educational Services, Teacher On Special Assignment, Technology & Assessment, Director of Technology.	Email, mail list and online professional communities usage will be reviewed. Hard-copy memos and paper usage levels will be reviewed.	Mail server and online professional communities logs and Purchasing department records of paper orders will be reviewed.

**Goal 4b.4: All instructional staff and administrators will participate in technology in-services during early release Wednesdays and staff meetings.**

Objective 4b.4.1: Instructional staff and administrators will receive in-service training on features of Galileo by ATI, Aeries Browser Interface (ABI), website content-managed solution by Educational Networks, online professional communities (MOODLE).

**Benchmarks:**

- Year 1: 5 hours of in-service training will occur during early release Wednesdays or staff meetings with access to online training sessions of those topics.
- Year 2: 7 hours of in-service training will occur during early release Wednesdays or staff meetings with access to online training sessions of those topics.
- Year 3: 8 hours of in-service training will occur during early release Wednesdays or staff meetings with access to online training sessions of those topics.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
In-person training sessions on using Galileo by ATI, Aeries Browser Interface (ABI), website content-managed solution by Educational Networks, online professional communities (MOODLE).	Ongoing	Principals, Assistant Superintendent of Educational Services, Teacher On Special Assignment, Technology & Assessment, Director of Technology.	Attendance and participation will be monitored. Teacher feedback will be analyzed.	Sign-in sheets, online survey feedback.
Staff will have access to online training sessions (during conference periods, after school and weekends) on using Galileo by ATI, Aeries Browser Interface (ABI), website content-managed solution by Educational Networks, online professional communities (MOODLE).	Ongoing	Teacher On Special Assignment, Technology & Assessment, Director of Technology.	Creation of online training videos and documentation.	Online training videos, training manuals, online survey feedback

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

**The process will involve:**

- Annual review of the annual EdTechProfile self-assessment tool.
- Ongoing feedback from teachers and administrators.
- Each trimester or semester, the principals, Director of Technology, and Teacher On Special Assignment, Technology & Assessment will discuss with Principals the progress of technology professional development.
- Biannually, the Technology Team will review and update the professional development progress in the Technology Plan.
- Annually, the Director of Technology & Teacher On Special Assignment, Technology & Assessment will present updates on the progress of goals, objectives and benchmarks.

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

**Existing Hardware:** In order to meet the goals of the Curriculum and Professional Development component of the Technology Plan, the district has established a Technology Training Center that can be accessed by all staff members.

The district has established minimum specifications for all hardware to be acquired in our district. These specifications are adjusted at least once annually.

The current minimum standard configuration for PCs is:

- Dell, dual core cpu, Windows XP Professional, 1.0 GB RAM, 80 GB hard drive, internal variable speed CD-RW/DVD combo, speakers, 17" LCD monitor, 100/1000 Base network card, and sound card

The current minimum standard Apple configuration is:

- Apple 21" iMac, 3.0 GHz, OS X, internal DVD CD-ROM, 1.0 GB RAM, 160 GB hard drive, 100/1000 Base network card, video and sound card.

All new computers must be purchased with a 3-year extended warranty. No refurbished computers will be purchased unless they meet current specifications and include a 3-year extended warranty.

The minimum specifications for hardware donations include:

- Pentium 4, 2.5GHz, Windows XP, 512MB RAM, 40GB hard drive, CD-ROM, NIC card.
- Apple: OS X compatible, 256 MB RAM, 40GB hard drives, CD-ROM, NIC card

All technology purchases for hardware and software, whether with district funds, unit funds or donations, must be approved by the Director of Information Technology. Donations will only be accepted if an appropriate educational setting is identified and approved by the Director of Information Technology.

Our plan ensures that technology is accessible to all students by maximizing the time it is available to our students and by ensuring that the district has appropriate technology available to them. The Middle School and High School libraries are available to students before and after school, which allows our students to have access to technology resources and to extend their learning time. The elementary schools are not available for student use after school. This plan allows student and staff access to hardware by the entire Culver City Unified School District Community.

Each campus has a server for the library and student database information. The High School and Middle School each have an additional server that houses data files for students and teachers. These servers are accessible to them throughout the campus. Multiple servers at the district level serve other needs. These servers are backed up on a nightly basis, with a set of back-up drives kept off district property. All servers have an uninterruptible power supply (UPS).

**Existing Internet Access:** Internet access to the district is provided by a 20MB Opteman fiber connection between the district office and I.ACOE. Each school is connected to the district office by its own data connection: the High School via a 5MB Opteman fiber and each other school via a 1.5MB T1 line.

A Cisco firewall system is installed in the district office at the edge of the district's network. The firewall is managed by the I.T. Department and protects the district's network from intrusion.

Internet content filtering is done at the L.ACOE level of the network but is managed by the district's I.T. Department. Automatic filtering is always in place but specific sites and content can also be blocked manually by the I.T. Director.

**Existing Electronic Learning Resources:** The District adopted Electronic Learning Assessment Resource (ELAR) is Galileo by Assessment Technology Incorporated (ATI). This web-based technology allows teachers and administrators to access and analyze benchmark results. Along with benchmark results, Galileo warehouses State assessment results and any teacher or department made tests. The online software includes a test builder, grade book and instructional dialog components. Galileo looks at student assessment results and makes predictions, based on an Item Response Theory (IRT) model, on how well the students will do on upcoming state assessments. Galileo then gives the teacher a list of prioritized standards that will best help the student achieve on the upcoming state test. Galileo also recommends instructional resources that can be used such as web pages and interactive instructional dialogs that can be delivered as whole class instruction or online individually at school or home.

The district has adopted either Microsoft Office or OpenOffice.org for the students at the elementary school level and the Microsoft Office Suite for students at the secondary level as its productivity tools. All administrative computers will use the Microsoft Office Suite as their productivity tool. Both of these productivity tools promote accessibility such as the ability to enlarge font size and have the text read aloud. Students and teachers will have access to courses that teach them how to use these productivity tools. The district will adopt educational software standards that will be implemented district-wide.

**Existing Technical Support:** As computer hardware and peripherals are added to our network, CCUSD will need to ensure that there is enough technical support to maintain the computers. Currently, CCUSD has a Director of Information Technology who has a staff of two full-time technical support members and a full-time computer specialist. They are responsible for the network including wiring and infrastructure, computer hardware and software, telephone and communications systems, and all other technology based systems. There is a technology workshop at the district warehouse that centralizes the work areas for these staff members.

The elementary schools have part-time or full-time technical staffs who work in their computer labs to assist teachers. These positions are either funded through categorical funds or by the PTSA. The Middle School and High School have part-time technical support staff to assist teachers. If they are unable to make the necessary repairs, they submit a work order to the district and the district Technology staff repairs the hardware/software. The district Technology staff completes all office computer maintenance.

Depending upon the technical assistance required by teachers, response time can vary between 1-4 days. If the site computer lab assistant can handle the problem, then the response time is low. Once a work order is sent out to the district technicians, it is completed in order of priority and/or date the work order was submitted.

When staff members need assistance with their computer hardware or software, they submit a work order through the district work order system. Once the Technology Director receives the work order, he assigns it to his staff to ensure that it is completed in a timely manner. Identified staff members can access the Director of Technology should teachers on site need immediate assistance. Education is our key focus, and CCUSD strives to keep student hardware and software working at all times so that it does not interrupt the education process.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

**Hardware Needed:** Our district reviews the technology needs of our students on an annual basis and will purchase any specialized equipment or assistive technologies for our students. The district hopes to extend the school day by developing more after school classes through our ROP program.

Additional equipment will be purchased for students and staff to replace obsolete computer hardware with equipment meeting current specifications. The goal is to meet the state's requested standards of 10:1 student-to-computer ratio in grades 4-8 and 4:7.5:1 students-to-computer ratio in grades 9-12.

**Electronic Learning Resources Needed:** The state requires that all new textbooks adopted for Kindergarten-8<sup>th</sup> grade include a technology component. Although the textbooks for grades 9-12 are not adopted at the state level, the district requires that they have a technology component. Therefore, as the district adopts new textbooks to replace older versions that did not include electronic resources, these new adoptions will all have those electronic resources. The district will also use the *California Learning Resource Network* to assist us in making decisions on additional software purchases that are linked to the State Core Standards.

The district is conducting in-service trainings as needed on the district adopted Electronic Learning Assessment Resource (ELAR). Galileo. Galileo has many capabilities in addition to analyzing data and additional training needs to be provided in an ongoing basis.

**Networking and Telecommunications Infrastructure Needed:** Beginning in summer of 2010, the LACOE Internet connection will be upgraded to 50MB and the High School Opteman connection will be upgraded to 20MB. At that time, the Middle School will begin to share the

High School Opteman connection to the district office. The remaining connections (elementary schools) will be monitored over time and upgraded if/when it becomes necessary.

Internal network communications at the various school sites will be upgraded from existing 100MB connections to higher bandwidth gigabit connections as needed.

**Physical Plant Modifications Needed:** Existing physical plant can accommodate current and future (up to 3 years) needs.

**Technical Support Needed:** The current ratio of classroom computers to computer technicians is about 750:1. The district would like to eventually reduce this ratio to 500:1.

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Determine criteria which will set the standards for acceptable classroom technology.	Ongoing	Director of I.T.
Work with vendors to complete upgrade of High School and LACOE fiber connections.	September 2010	Director of I.T.
Ensure that any new textbook adoptions include electronic resources to be used by teachers and students.	Ongoing	Library supervisor

**Year 1 Benchmark:** By June 2011: 50% of district classrooms will have computers that meet our current minimum specifications listed above in this plan; the High School and Middle School will be utilizing and sharing a high speed (20MB) fiber connection to the district office; the district as a whole will be connected to the internet (via LACOE) using an upgraded 50MB fiber connection; and all new textbook adoptions will include electronic resources for teachers and students.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Determine criteria to update standards for acceptable classroom technology.	July 2011	Director of I.T.
Ensure that any new textbook adoptions include electronic resources to be used by teachers and students.	Ongoing	Library supervisor



**Year 3 Benchmark:** By June 2013, 100% of district classrooms will have computers that meet our current minimum specifications list above in this plan; 100% of internal building to building network connections will be upgraded to gigabit speed; and all new textbook adoptions will include electronic resources for teachers and students.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Determine criteria to update standards for acceptable classroom technology.	July 2012	Director of I.T.
Ensure that any new textbook adoptions include electronic resources to be used by teachers and students.	Ongoing	Library supervisor

5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

The Director of Information Technology has the ultimate responsibility for monitoring the goals, benchmarks and activities regarding hardware, infrastructure, technical support and software. He will be assisted in this process by several other positions, including (depending on availability) technology department support staff, Educational Services technology staff and the District Library supervisor.

An inventory of classroom computers is maintained at the district level by the Director of I.T. and is updated as inventory changes. This inventory will be used to monitor the percentage of classroom computers that meet the standards defined above.

The Director of I.T. maintains a district wide networking diagram that shows existing connection speeds. This diagram will be updated as connections are upgraded and used to monitor the percentage of connections meeting the gigabit requirement.

The District's Library supervisor maintains an inventory of adopted textbooks and will use that to ensure all new adoptions contain an electronic component that can be used by teachers and students.

6. Funding and Budget

6a. List of established and potential funding sources.

**Established Funding Sources:** The I.T. Department develops a budget on an annual basis to cover costs of general district technology upgrades and replacements. Sites use the in site budget and categorical funds to cover technology needs. The Culver City Education Foundation funded some staff development opportunities in the past, and the district will continue to seek funding from them. Our Educational Services and I.T. Departments actively search for grants that would benefit the technology program in our district. Several local businesses have been helpful in the donation of used (but usable) computer systems for classrooms.

CCUSD has successfully applied for E-rate funding to cover a portion (approximately 50%) of monthly charges for T1 and Opteman fiber data connections, both between sites and to LACOE.

Funding for the last three years has also been available from the Enhancing Education Through Technology Grant Program (EETT). CCUSD has been eligible for the EETT formula funding.

**Potential Funding Sources:** The district will continue to utilize funding sources mentioned above and will continue to research grant and donation possibilities. The district will also seek business partners to assist in funding our technology program. E-rate funding will be applied for each year to continue that source of funding for telecommunications.

6b. Estimate annual implementation costs for the term of the plan.

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
<b>4000-4999 Materials and Supplies</b>				
Replace obsolete classroom computers	\$50,000	\$50,000	\$50,000	General fund
Internal networking components	\$0	\$10,000	\$10,000	General fund
<b>5000-5999 Other Services and Operating Expenses</b>				
LACOE 50MB Internet connection	\$47,331	\$47,331	\$47,331	E-Rate / General fund

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
High School 20MB Opteman connection	\$28,644	\$28,644	\$28,644	E-Rate / General fund
Totals:	\$125,975	\$135,975	\$135,975	

6c. Describe the district's replacement policy for obsolete equipment.

The district's policy is to attempt replacement of 10-15% of computer equipment annually, depending on funding availability. The ideal is to replace obsolete equipment with new, but because of recent budget issues, that is no longer always possible. However, the district will still strive to maintain that goal using donations when possible. Replacement of obsolete will be prioritized based on 1) no longer functioning equipment and then 2) the oldest equipment currently in use.

6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

Implementing the identified needs in this technology plan is contingent upon available funding. The state of the District's budget for the next three years is in flux.

Technology funds that have been budgeted or designated for the Information Technology Department are monitored by the Director of Information Technology. District general funds are monitored by the Fiscal Director and Assistant Superintendent of Business Services. School-based funds that fund technology are monitored by the school site principals.

If new funding opportunities exist, all of the above stakeholders will collaborate to make any necessary adjustments.

7. Monitoring and Evaluation

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

The curricular goals identified in the technology plan are monitored every year by the Technology coordinator for Educational Services. Current status will be reported to the Technology Committee to review and update the Technology Plan once a year. The updated plan will be presented to the District Board of Education and all staff every year.

7b. Schedule for evaluating the effect of plan implementation.

The Director of Technology or Technology Coordinator will meet with school principals at least once every year around the middle of the school year (January/February).

The Director of Technology or Technology Coordinator will update the District Technology Committee at least once a year in January or February.

The Technology Committee will provide an updated Technology Plan and progress of goals, benchmarks and timelines to District Board of Education once a year, every May or June.

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

The Technology Committee will meet at least once a year and communicate to all the progress of the technology plan. In addition, the Technology Coordinator or Director of I.T. will provide evaluation updates during District professional development days, at school site staff meetings, using electronic newsletters or email. In addition, the most updated technology plan will be posted on the District website.

The District's Regional Occupational Program ("ROP") provides students with occupational training opportunities in various skills that help students obtain part and full-time jobs. Many of these classes incorporate technology, including digital photography, architecture, graphics design, television, and film.

- 9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

Culver City Unified School District will partner with LACOE's CTAP Region 11 whenever possible to provide a high quality, comprehensive, ongoing, and research-based professional development. Central to the professional development program is teaching the Teachers the concept of complementing their state adopted materials and addressing content standards with appropriate technologies. A Coaching/Mentoring model is the key component of our professional development program. Current research supports the Coaching/Mentoring model as an effective approach to supporting student learning. Additionally, a review of relevant research suggests that successful integration of technology into the curriculum requires teacher training in proper instructional methods in the different uses of technology.

Specifically, research has found that novice teachers working with trained mentors possessed a higher level of teaching skills than new teachers whose mentors were not trained (Evertson & Thorton, 2000).

Research by Joyce and Showers (1995) defines high quality professional development as a comprehensive system of training, practice, and implementation of strategies that impact student achievement. While individual participation in professional development leads to only a 5%-10% implementation rate, researchers note that participation in coaching teams leads to a 75% level of implementation. Furthermore, supplementing coaching teams with school-wide facilities organized into professional learning communities for follow up brings about an implementation rate of 90% or better. Professional development will focus on improving teaching and learning through the integration of technology to support student academic achievement. According to Neufeld & Roper (2003), "coaching helps educators make informed decisions about instruction and school organization that will lead teachers to teach in ways that help students gain a deep knowledge of subject matter." As teachers receive training and increase their technology literacy, coaching will assist them in applying technology skills to improve student achievement.

According to Harwell (2002), when teacher experts who use and apply new strategies are able to work intensively with peers, "there is evidence that teacher learning grows to expertise and transfers to the classroom." Throughout the three years of the Technology Plan, intensive focus on theory and practice, with ample opportunities for teachers to practice, reflect, and apply modifications, ensures that the professional development program supports student learning.

Another study showed that a coaching and mentoring program aids in new teacher expertise and retention (Cradler, 2002). Teacher confidence and interest in technology is correlated to the following factors: being mentored by an experienced teacher who is proficient with technology, sufficient time for collaborative learning and practice with technology, active participation in professional meetings, and use of computers at home by teachers (Zhao, Pugh, Sheldon, & Byers, 2002). Mentors who can help teachers adapt technology applications to their classroom needs are important to the success of innovative uses of technology (Zhao, Pugh, Sheldon, & Byers, 2002).

technology integration lessons. My CTAP, <http://www.mvclap.org/>, which provides live and recorded online workshops, tutorials and resources.

CCUSD students will improve their achievement on state content standards through the infusion of innovative technology as a tool to enhance their learning. For example, the innovative technology of the Collaborative Forum will enable students to connect, collaborate, and communicate outside of the classroom walls. By using Internet and the multimedia resources, students can access a wider variety of print and non-print resources. As they investigate multiple sources of information, they must learn to analyze, synthesize, and evaluate the authenticity, credibility, and accuracy of data, and compare written and visual images (ISTE, 2000). Students will use video interviews, Web pages, video clips, and other technologies to conceptualize and create multimedia representations of learned ideas on a regular, ongoing, basis. To date CCUSD has concentrated on getting the infrastructure in place, an Internet connected computer in every classroom and schools with Internet connected computer labs. In addition to maintaining and improving this infrastructure, CCUSD must now provide teachers with the professional development and Internet resources to implement a program for students and teachers that will increase student achievement.

Technology use is clearly aligned with the CDE definition of Curriculum Integration and supports the NCLB primary goal to improve student achievement because the technology use is infused in the learning of the content standards, making technology an integral part of classroom functions—as accessible as all other classroom tools. Innovative technology will be integrated to support and enhance student learning on a daily basis. Students will be able to use the classroom computer to present their projects to the classroom. The technology will be an invaluable tool as students locate, evaluate, and collect information and use a variety of media to communicate ideas effectively on a daily basis. Projects and other assignments will regularly require students to use the various technologies available to them through their classroom computer or the school's computer lab. As noted above, students will be required to use the Collaborative Forum (discussion forums, chat, blogs and wikis) and multimedia resources to aid them in creating projects using word processing and presentation software along with other technologies. Only through regular classroom use will CCUSD be able to achieve the goal to increase the students' ability to use a word processor to write and print documents, video camera to make videos, presentation software to create presentations, multimedia software to create products, email to send and receive messages, and online discussions to share information.

9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

A review of the literature states, technology is most influential when integrated with curriculum and assessment. In this review of studies, the (CEO Forum, 2001) concluded that "technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives." Helping teachers to learn to integrate technology into curriculum is a critical factor in the successful implementation of technology in schools (Sivin-Kachala, J., & Bialo, E., 2000). The U.S. Department of Education suggests that teachers should work together to design and implement professional development based on shared concerns and strengths. Ultimately, professional development should build "professional communities" committed to higher student learning. Effective professional development is collaborative, sustained and intensive, supported by modeling and coaching (Darling-Hammond, 1998).

Specifically, the plan targets the following technology literacy skills for teachers: Internet skills, Presentation software skills, Standards 9a, 16c, 16d, and 16e. Each of these standards is stated next. Standard 9a: Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment. Standard 16c: Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum. Standard 16d: Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning. Standard 16e: Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.

Curriculum integration training, which supports teachers in infusing technology as a tool to enhance student learning of state content standards, will include Professional Learning Communities (PLC). CCUSD school sites have Wednesday collaboration time built into their schedules. Monthly Wednesdays will have PLC meetings led by Coach/Mentors to collaborate around student achievement on benchmark assessments. Part of these collaborations will be to determine student interventions and enrichment activities. The Coach/Mentors will aid the teachers with technology curriculum integration strategies appropriate for these intervention/enrichment activities. Other monthly Wednesdays will be used for training in technology literacy skills and curriculum integration strategies. The technology resources available to teachers are broad. There will be a Collaboration Forum (discussion forums, chat, blogs and wikis) for teachers to use with their students, a collaboration forum for the teachers called Online Learning Communities which will provide online professional learning communities and resources focused on technology integration in teaching and learning, model

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**Appendix C – Criteria for EETT Technology Plans**

(Completed Appendix C is REQUIRED in a technology plan)

In order to be approved, a technology plan needs to "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)		The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D). Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
		The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.		The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.		The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.		The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching		The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals.	The plan suggests how technology will be used, but is not specific enough to know what

and learning by supporting the district curricular goals.	and academic content standards to improve learning.	action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism	The plan describes or outlines how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the internet, but is not specific enough to determine what actions will be taken to accomplish the goals.

<p>9. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>

<p>meet individual student academic needs.</p> <p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>
<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16</p>	<p>Example of Not Adequately Addressed</p> <p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does</p>

<p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels. The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

5. INFRASTRUCTURE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<p>Requirement(s): 6 and 12 (Appendix D). a. Describe the existing hardware, internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 &amp; 4) of the plan.</p>		<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, administrators to support the activities in the Curriculum and Professional</p>		<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and</p>



Development components of the plan.			Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, learning resources and technical support required to support the other plan components identified in Section 5b.		The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13. (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.		The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.		Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.		Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.		The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.		Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.		The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE	Page in	Example of Adequately	Example of

COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	District Plan	Addressed	Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)		The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.		The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.

**Appendix J - Technology Plan Contact Information  
(Required)**

Education Technology Plan Review System (ETPRS)  
Contact Information

<p>b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.</p>	<p>The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district's curriculum offerings.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

County & District Code: 19 - 64444  
 School Code (Direct-funded charters only): \_\_\_\_\_  
 LEA Name: Culver City Unified  
 \*Salutation: Mr.  
 \*First Name: Michael  
 \*Last Name: Marsh  
 \*Job Title: Teacher On Special Assignment: Technology & Assess  
 \*Address: 4034 Irving Pl.  
 \*City: Culver City  
 \*Zip Code: 90232-2810  
 \*Telephone: 310-842-4220 Ext: 4209  
 Fax: (310) 842-4274  
 \*E-mail: michaelmarsh@ccusd.org  
 Please provide backup contact information.  
 1st Backup Name: Robert Quinn  
 E-mail: robertquinn@ccusd.org  
 2nd Backup Name: Gwenis Laura  
 E-mail: lauragwenis@ccusd.org

\* Required information in the ETPRS

**Guidance and Sample for Completing an E-rate Supplemental Analysis (Addendum) to EETT Technology Plan**

Recommendation: complete this E-rate supplement annually and retain it locally for audit purposes.

Use this form:

- to provide the required supplemental analysis when using an EETT technology plan as an E-rate acceptable plan, or
- when adding a new technology not currently addressed in an existing EETT technology plan.

Paragraph 59 of the Schools and Libraries Fifth Order, states that the Universal Service Administrative Company (USAC) has:

"been treating technology plans approved under the [United States] Department of Education's Enhancing Education Through Technology (EETT) as acceptable technology plans subject to one qualification. Consistent with the [Federal Communications] Commission requirement that program applicants demonstrate that they have the necessary resources required to utilize e-rate discounts, **USAC has required that the EETT technology plans be supplemented by an analysis that indicates that the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of the Commission's support program.**"

**PART 1: Identification, Certification, and Signatures**

E-rate Year:	July 1, _____ - June 30, _____	Year
School District or Local Educational Agency (LEA):		
CDS Code Number:		
Authorized E-rate Contact:		
Authorized E-rate Contact's Signature:	Date:	
Certification:	I acknowledge that the school district or LEA named above is aware of and will work to secure the financial resources listed on the following pages in addition to E-rate discounts. These resources are needed to achieve the technology aims stated in our EETT technology plan including technology training, software, and other elements outside the coverage of E-rate discounts.	
District Superintendent's Name:		
District Superintendent's Signature:	Date:	

**CDE Approval**

Subject: ETPRS; Culver City Unified -- Tech plan ID: 4310 -- Your tech plan has been approved by CDE.  
 Date: Tuesday, May 11, 2010 3:29 PM  
 From: Ed Tech Review Plan System (ETPRS) <EDTECHPLAN@cde.ca.gov>  
 To: Michael Marsh mmarsh@cde.ca.gov  
 Cc: EDTECHPLAN@cde.ca.gov; Mary Lou Harrison harrison\_marylou@iacoe.edu; rodriguez\_cathy@iacoe.edu; ewallens@cocoe.k12.ca.us

California Department of Education's Education Technology Review Plan System (ETPRS)

5/11/2010 3:29:19 PM  
 Local Educational Agency (LEA) Education Technology Plan Information:

District Name: Culver City Unified  
 District Code: 19-64444-000000  
 County: Los Angeles  
 CTAF Region: 11  
 Tech plan ID: 4310  
 Cycle: C  
 Duration in Years: 3  
 Start Date: 7/1/2010  
 End Date: 6/30/2013  
 Approval Date: 5/11/2010 3:29:19 PM

An education technology plan received from the above LEA meets the full criteria required by the No Child Left Behind Act of 2001, Public Law 107-110, Sec. 2414, and has been approved by the California Department of Education. If you are eligible for the 2009-2010 Enhancing Education Through Technology (EETT) Formula Grant, grant award documents will be prepared and mailed to you within eight weeks. We congratulate you on your success and appreciate the hard work that went into developing your high quality education technology plan.

This approval e-mail will serve as official approval/certification for any state-funded program requiring a state-approved technology plan as well as for the federal E-rate program, with the addition of the E-rate supplement document. For more information regarding the required E-rate supplement document, please see <http://www.cde.ca.gov/taet/et/etmain.asp>

Please print this document and retain for your files as it will serve as important documentation in case of an audit.

Should you have any questions, feel free to contact:

California Department of Education  
 Education Technology Office  
 1430 N Street, Suite 6308  
 Sacramento, CA 95834  
 Voice: (916) 323-5715  
 FAX: (916) 323-5110  
<http://www.cde.ca.gov/taet/>

Thank you.

Guidance and Sample for Completing an E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)

Recommendation: complete this E-rate supplement annually and retain it locally for audit purposes.

<b>PART 2: E-rate Eligible Services Requested and Identified in EETT Technology Plan:</b> Description of Specific E-Rate Service(s):	
<b>PART 3: EETT Technology Plan Goal(s) That Will Be Addressed</b> by the E-rate Service(s) Described in Part 2:	
EETT Technology Plan Goal(s) addressed by E-Rate:	
Page in Plan	

PART 4: Description of Level/Amount of Service Change		
Describe current level/amount of service:	Describe new level after E-Rate request is filled:	Planned budget source or line item for each amount:

<p><b>PART 5: Analysis of Non E-rate Eligible Resources Required to Meet EETT Technology Plan Goals</b></p> <p>This budget-analysis indicates that the E-rate applicant is aware of and will work to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support. The EETT technology plan is supported with documents that describe how the applicant will be able to secure these financial resources, including resources pertaining to: (a) infrastructure; (b) hardware; (c) software; (d) professional development; (e) retrofitting; and (f) maintenance, needed to achieve the applicant's technology plan. This supplemental budget-analysis must be kept with the E-rate documentation at the applicant's site.</p> <p>Check the current SLD/USAC Eligible Services List at: <a href="http://www.sl.universalservice.org/reference/eligible.asp">http://www.sl.universalservice.org/reference/eligible.asp</a></p>										
<table border="1"> <tr> <th colspan="2">PART 5 a</th> </tr> <tr> <th colspan="2">Infrastructure required to achieve EETT Technology Plan:</th> </tr> <tr> <th>E-rate eligible amount</th> <th>Non E-rate eligible amount</th> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td colspan="2">Source of funds: Description of Major Items to be purchased, and/or refer to page number in tech plan.</td> </tr> </table>	PART 5 a		Infrastructure required to achieve EETT Technology Plan:		E-rate eligible amount	Non E-rate eligible amount			Source of funds: Description of Major Items to be purchased, and/or refer to page number in tech plan.	
PART 5 a										
Infrastructure required to achieve EETT Technology Plan:										
E-rate eligible amount	Non E-rate eligible amount									
Source of funds: Description of Major Items to be purchased, and/or refer to page number in tech plan.										

Guidance and Sample for Completing an E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)

Recommendation: complete this E-rate supplement annually and retain it locally for audit purposes.

PART 5 b			
Hardware required to achieve EETT Technology Plan:			
Total Budgeted \$:	E-rate eligible amount	Non E-rate eligible amount	Source of funds: Description of Major Items to be purchased, and/or refer to page number in tech plan.
	\$	\$	
	%	%	
PART 5 c			
Software required to achieve EETT Technology Plan:			
Total Budgeted \$:	E-rate eligible amount	Non E-rate eligible amount	Source of funds: Description of Major Items to be purchased, and/or refer to page number in tech plan.
	\$	\$	
	%	%	
PART 5 d			
Professional development required to achieve EETT Technology Plan:			
Total Budgeted Cost of Training:	Source of funds:	Number of Staff:	Description of Training: Services or Contracts to be purchased, and/or refer to page number in tech plan.
\$			
PART 5 e			
Retrofitting required to achieve EETT Technology Plan:			
Total Budgeted \$:	E-rate eligible amount	Non E-rate eligible amount	Source of funds: Description of Major Items and/or Services/Contracts to be purchased, and/or refer to page number in tech plan.
	\$	\$	
	%	%	
			Inside-wiring: Construction:
PART 5 f			
Maintenance required to achieve EETT Technology Plan:			
Total Budgeted \$:	E-rate eligible amount	Non E-rate eligible amount	Source of funds: Description of Major Services/Contracts to be purchased, and/or refer to page number in tech plan.
	\$	\$	
	%	%	

**Guidance and Sample for Completing an  
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

Recommendation: complete this E-rate supplement annually and retain it locally for audit purposes.

**Instructions for Completing the Sample E-rate Supplemental Analysis for a State-approved EETT Technology Plan:**

The sheet is in Microsoft Word format. Cells will increase in size to contain the necessary information.

SLD/USAC requires that an E-rate applicant's EETT technology plan be supplemented by a budget analysis that indicates the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support.

For each logical grouping of E-rate requested services/products, fill out the corresponding supplemental budget-analysis sheet. Since substantial amounts of the required supplemental budget-analysis may appear in some EETT technology plans, refer to budget sections in the applicant's EETT technology plan for clarity and to avoid redundancy.

For any item in a part, if you have no information to provide, enter "NONE."

**PART 1:** Fill in the identifying information, certification, and signatures.

**PART 2:** List the service for which you are requesting E-rate support. For example, "cell phone service" and "interactive video service" are each logical groupings of E-rate requested services.

Cell phone service is distinct, while interactive video service includes multiple components such as bandwidth, interior wiring and leased equipment. You must be sure to combine all the costs and other requirements when analyzing a complex service. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant's E-rate eligible services.

**PART 3:** List the educational technology plan goals that will be addressed using the service(s) from Part 2. Goals may be identified either by listing their page and section number in the EETT technology plan or by a very brief narrative statement. There may be several goals involving a single service request. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant's E-rate eligible services.

**PART 4:** Briefly describe the current level/amount of service. Then indicate the level/amount of service that will be available after the E-rate discount is approved. Note the budget amount for the district's share for each charge involved in the service. In the final column enter the budget source or line item for each amount.

**PART 5:** Instructions for Part 5 d follow immediately below. In the Analysis of Non E-rate Eligible Resources, for each of the following categories: (a) infrastructure; (b) hardware; (c) software; e) retrofitting; (f) maintenance; indicate:

- the total amount of funds the applicant will need to achieve its technology aims,

**Guidance and Sample for Completing an  
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

Recommendation: complete this E-rate supplement annually and retain it locally for audit purposes.

**Instructions for Completing the Sample E-rate Supplemental Analysis for a State-approved EETT Technology Plan (continued):**

- the E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the Non E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the Non E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the specific funding source(s) the applicant will be able to secure to pay for the Non E-rate eligible portion of the total amount of funds budgeted; and
- a description of the major items or services covered under categories a through f above.

**5.d.** For Professional Development, indicate the estimated cost of the professional development and the source of the funds needed. Report the number of staff and their level of proficiency in that skill. Indicate the additional professional development required to make use of the requested service. (Provide a brief description and/or refer to the page number in the technology plan. Remember, a minimum of 25% of Title I, Part D (Formula and Competitive) funds must be used for technological professional development.)

**5.e.** For Retrofitting, indicate any construction, electrical work, or rewiring that would be required to use the E-rate requested service along with an estimated cost and a budget source. If none is required, indicate "None" in the block for that part.

**5.f.** For Maintenance, indicate any SEPARATE maintenance contracts with the type and location of equipment to be maintained along with estimated cost and a budget source. This amount may be eligible for discount IF the equipment involved is eligible equipment. For maintenance contracts that are part of an eligible E-rate contract, indicate that maintenance is limited to the service and equipment listed in the E-rate request.

**This is a sample document only.**

**A copy of the applicant's EETT technology plan, including an E-rate Supplemental Analysis (Addendum) for a State-approved EETT Technology Plan and supporting documentation, should be kept with the applicant's E-rate documentation at the applicant's site for audit purposes.**

6/8/10  
14.4a

**BOARD REPORT**

**14.4a      Approval is Recommended For Revised Job Description – Director of Pupil Personnel Services**

The District has revised the job description for the position of Director of Pupil Personnel Services, a copy of which is attached.

RECOMMENDED MOTION:      That the revised job description, Director of Pupil Personnel Services, be approved as presented.

Moved by:

Seconded by:

Vote:

## Culver City Unified School District

### Director of Pupil Personnel Services

#### Description of Position

Under the direction and supervision of the Assistant Superintendent -- Educational Services, the Director of Pupil Personnel Services provides leadership for planning and coordinating the District's program for **pupil services to include** special education, counseling and psychological services, health services **and child** welfare and attendance services. **The Director of Pupil Personnel Services coordinates the following procedures: Section 504, student discipline, attendance, permits, and summer enrollment.**

#### Major Duties and Responsibilities

1. **Coordinate and maintain district enrollment and permit data.**
2. **Coordinate ongoing enrollment for all school sites during the summer.**
3. **Administer Inter-District and Intra-District transfers.**
4. **Provide parents and/or students with various permits, declarations, applications, and affidavits.**
5. **Assist with the implementation of laws related to student welfare and attendance.**
6. ~~Coordinate various special education services including evaluation and placement process, budget monitoring and program development.~~
7. Serve as a resource person for Special Education and pupil personnel committees by facilitating communications, preparing reports and compiling research.
8. ~~Oversee the work of special education teachers, psychologists, instructional assistants~~ **district nurses, health technicians, home and hospital teachers, social workers,** and other personnel when assigned to render pupil personnel services.
9. Provide technical expertise to site administrators **and attendance office staff** on Special Education and Pupil Personnel issues.
10. Supervise pupil services including ~~C~~child ~~W~~welfare and ~~A~~attendance and prepare various required reports related to pupil services.
11. Coordinate district health services and ensure appropriate maintenance of health records.
12. ~~Supervise district research projects.~~
13. Develop and monitor pupil personnel services budget.
14. ~~Ensure compliance with SELPA, state and federal guidelines.~~
15. Implement and monitor regulations related to student records, student and parent rights and responsibilities, ~~due process and fair hearings.~~
16. Implement and monitor school attendance procedures.
17. **Assist the school sites with procedures and interventions to improve the attendance of students who are habitual truants or have irregular attendance.**
18. **Coordinate and work with school site personnel on School Attendance Review Team (SART) and School Attendance Review Board (SARB) meetings.**
19. **Coordinate SARB referrals from the school sites, review files for SARB hearings, and maintain SARB records and documentation.**
20. **Chair School Attendance Review Board 13, encompassing boundaries of Culver City and Beverly Hills.**



21. **Coordinate, with the sites, the processing of truancy petitions.**
22. **Recommend referral of children and/or parents whose children are in violation of compulsory attendance laws.**
23. Implement and monitor student disciplinary procedures.
24. **Update the suspension/expulsion process and information for site administrators.**
25. **Guide, direct, and advise all site administrators on suspensions/expulsions and participate in critical discipline cases, including student suspension and expulsion cases.**
26. **Coordinate and chair expulsion hearings.**
27. Coordinate professional development activities for special education and pupil personnel services staff **related to child welfare and attendance and student discipline issues.**
28. **Attend meetings regarding pupil personnel services and child welfare and attendance functions.**
29. **Act as liaison with community agencies and organizations concerned with children and youth.**
30. **Facilitate the printing and distribution annually of parent rights and responsibilities.**
31. **Assist in the development of Board policies, administrative regulations relating to Child Welfare and Attendance, Pupil Services, and Special Education.**
32. **Serve as the district's foster student liaison (e.g. school transfer; proper transfer of credits, records and grades; transportation; meals) for the purpose of ensuring and facilitating proper school placement, enrollment and checkout.**
33. **Serve as the district's homeless student liaison (e.g. family identification; transportation needs; family insurance needs; academic needs; student information processes; family data; food service needs) for the purpose of addressing the immediate needs of homeless students to include school enrollment and access to services at all sites.**

### **Ability To**

- Communicate effectively in oral and written form.
- Establish and maintain cooperative working relationships.
- Analyze complex problems and issues, and participate in the determination of alternative solutions and decisions.
- Provide leadership in coordination of pupil services and **oversee** Special Education.
- ~~Monitor Special Education caseloads to insure that required timelines are being met.~~
- Perform evaluations when necessary to maintain compliance, and offer crisis counseling as needed.
- **Work with students and adults in an advisory capacity.**
- **Exercise responsible judgment and individual initiative without necessity of close supervision.**
- **Be flexible and adapt to multiple work environments.**
- **Operate a personal computer and other office equipment.**
- **Respect confidential information.**
- **Communicate effectively in English and Spanish (preferred) both orally and in writing;**
- **Work cooperatively with others.**
- **Work with many interruptions.**
- **Meet schedules and timelines.**
- **Maintain records and prepare various reports, including confidential materials.**
- Other related duties as assigned.

### **Minimum Qualifications**

- Masters Degree
- Pupil Personnel Services Credential **or Certificate**
- Appropriate **Valid** California Administrative **Services** Credential

### **Desirable**

- Successful experience as a **teacher**, school psychologist and/or special education teacher.
- Three (3) years experience in ~~supervisory~~ **an administrative** or district level position.
- **Oral and written fluency in Spanish.**

### **WORKING CONDITIONS**

#### **ENVIRONMENT:**

- **Office environment; subject to driving to conduct work; subject to constant interruptions.**

#### **PHYSICAL ABILITIES**

- **Dexterity of hands and fingers to operate a computer; office equipment and motor vehicle; sitting or standing for extended periods of time; driving from place to place; hearing and speaking to exchange information; vision to read documents.**

#### **HAZARDS:**

- **Exposure to potentially volatile and emotional students and parents.**

## BOARD REPORT

### 15.1 Board Committee Structure

The Board will discuss CCUSD Proposed Committees and their structure. Suggestions made by Board member, Karlo Silbiger, will also be reviewed.

## **CCUSD Proposed Committee Structure Board Member Karlo Silbiger**

### Number of Committees

We should begin with the 5 existing CCUSD committees or those that have been proposed at recent school board meetings:

- Anti-Bullying Committee
- Arts Committee (DCAT)
- Budget Committee (CBAC)
- Environmental Sustainability Committee
- Measure EE Parcel Tax Oversight Committee

Once these are successful, the board can consider adding additional committees if interest exists.

### Committee Structure

Each committee should have the same membership structure in order to streamline the appointment process. I would suggest the following:

- 5 Community Representatives (1 appointed by each member of the board)
- 7 Parent Representatives (1 appointed by each PTA/PTSA)
- 2 Certificated Representatives, 1 elementary and 1 secondary (appointed by CCFT)
- 2 Classified Representatives (appointed by ACE)
- 1 Administrative Representative (appointed by MACCS)
- 3 Students Representatives, 1 CCMS, 1 CCHS, 1 CPHS (appointed by ASB)

Representatives would be appointed for 2 year terms (with the exception of the students who would have a 1 year term) and would be appointed to begin July 1<sup>st</sup> in even numbered years.

For the Measure EE Parcel Tax Oversight Committee, given their limited responsibility, it would probably make more sense for there just to be 10 community representatives.

Any member who misses 2 consecutive meetings or more than half in a 6 month period would automatically lose their seat. The appointing authority would then appoint a replacement to serve the remainder of the term.

### Leadership

Each committee should select a Chair and Vice Chair from among their members at the first meeting after July 1<sup>st</sup> of each year. Those people would work with staff to prepare agendas and lead meetings.

The Superintendent should select one person to staff each committee. This administrator would not vote, but would provide support to the members.

The Board President should select two board members to act as board liaisons to each committee.

### Meetings

Each committee will meet in the evening (no earlier than 6:00 start time) one day per month or as needed.