

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 – 5:30 p.m.
OPEN SESSION – 7:00 p.m.

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

February 24, 2009

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.
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1. CALL TO ORDER

The meeting was called to order by _____, at _____ p.m.

Roll Call – Board of Trustees

Jessica Beagles-Roos, Ph.D., President
Saundra Davis, M.A., Vice President
Steven Gourley, Clerk
Scott Zeidman, Esq. Member
Dana Russell, D.D.S., Member

2. PUBLIC COMMENT ON CLOSED SESSION ITEMS

3. RECESS TO CLOSED SESSION

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

- 3.2 Public Employee Performance Evaluation (Pursuant to GC §54947)
 - (2) Teachers
 - (1) Principal
 - (1) Assistant Principal
- 3.3 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54947)
 - (17) Employees
- 3.4 Public Appointment/Employment (Pursuant to GC §54947)
 - Certificated Personnel Services Report No. 12
 - Classified Personnel Services Report No. 12

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 7:00 p.m.**

- 5.1 Roll Call – Board of Trustees
 Jessica Beagles-Roos, Ph.D., President
 Sandra Davis, M.A., Vice President
 Steven Gourley, Clerk
 Scott Zeidman, Esq., Member
 Dana Russell, D.D.S., 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 – February 10, 2009
- 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. 12
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 12

- 9.6 Approval is Recommended for Culver Park High School Students to Attend the Model United Nations Conference at UC Berkeley, February 26 – March 1, 2009
- 9.7 Approval is Recommended for the Student Teacher Agreement Between the Culver City Unified School District and California State University, Los Angeles
- 9.8 Approval is Recommended for the Student Teacher Agreement Between the Culver City Unified School District and Loyola Marymount University

10. AWARDS, RECOGNITIONS AND PRESENTATIONS

- 10.1 American Citizenship Awards

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' Reports
- 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 Enrollment Report
- 12.2 Presentation of Proposed 2009-2010 Expenditure Reductions

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 Single Plan for Student Achievement (SPSA) for Farragut Elementary School

Motion by _____ Seconded by _____ Vote _____

14.2b Approval is Recommended for Second Reading and Adoption of Revised Administrative Regulation and Board Policy 5144, Students – Discipline

Motion by _____ Seconded by _____ Vote _____

14.3 Business Items

14.3a Approval is Recommended for the CCUSD to Pursue a Parcel Tax

Motion by _____ Seconded by _____ Vote _____

14.3b Approval is Recommended for the 2009-2010 Expenditure Reductions

Motion by _____ Seconded by _____ Vote _____

14.4 Personnel Items

14.4a Approval is Recommended for Resolution #15-2008/2009 (HR), Regarding Layoff/Reduction of Classified Vacant Position

Motion by _____ Seconded by _____ Vote _____

14.4b Approval is Recommended for Resolution #16-2008/2009 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Not Being Performed by Certificated Employees

Motion by _____ Seconded by _____ Vote _____

14.4c Approval is Recommended for Resolution #17-2008/2009 (HR), Regarding Determination of Seniority Among Certificated Employees with the Same Seniority Date (“Tie-Breaker Resolution”)

Motion by _____ Seconded by _____ Vote _____

15. BOARD BUSINESS

15.1 Discussion Regarding Nominees for the 2009 CSBA Delegate Assembly Election

16. PUBLIC RECOGNITION – Continued

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

- 16.1 Members of the Audience
- 16.2 Members of the Board

17. ADJOURNMENT

Motion by _____ Seconded by _____ Vote _____

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

FUTURE MEETINGS

- March 10 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place
- March 24 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

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

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

Meeting:	<u>Regular Meeting</u>	Date:	<u>February 10, 2009</u>
Place:	<u>District Administration Office</u> <u>4034 Irving Place</u> <u>Culver City 90232</u>	Time:	<u>6:00 p.m. – Public Meeting</u> <u>6:01 p.m. – Closed Session</u> <u>7:00 p.m. – Public Meeting</u>

Board Members Present

Jessica Beagles-Roos, Ph.D., President
Saundra Davis, M.A., Vice President
Steven Gourley, Clerk
Scott Zeidman, Esq., Member
Dana Russell, D.D.S., Member

Staff Members Present

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

Call to Order

Board President Dr. Beagles-Roos called the meeting of the Culver City Unified School District Board of Education to order at 6:00 p.m. The Board adjourned to Closed Session at 6:01 p.m. and reconvened the public meeting at 7:00 p.m. with all Board members in attendance. Ms. Christine Collins led the Pledge of Allegiance.

Report from Closed Session

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

7. Public Hearing

7.1 Developer Fee Study

Dr. Beagles-Roos opened the public hearing at 7:05 p.m. Mr. Alan Elmont inquired as to if there were additional copies available of the study. Mr. El Fattal responded that a copy was available. Mr. El Fattal introduced Ms. Cheryl King of Jack Schraeder and Associates who provided the Board with a summary of the report and responded to questions from Board members. Dr. Beagles-Roos closed the public hearing at 7:19 p.m.

8. Adoption of Agenda

It was moved by Mr. Zeidman and seconded by Mrs. Davis to approve the agenda as presented. The motion was unanimously approved.

9. Consent Agenda

Dr. Beagles-Roos called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. No items were withdrawn. It was moved by and seconded by to approve Consent Agenda Items 9.1 – 9.7 as presented. The motion was unanimously approved.

9.1 Minutes of Regular Meeting – January 27, 2009 and Special Meeting – February 3, 2009

9.2 Purchase Orders

9.3 Acceptance of Gifts – Donations

9.4 Certificated Personnel Reports No. 11

9.5 Classified Personnel Reports No. 11

9.6 Culver City High School Baseball Program to attend an Overnight Field Trip to San Diego, CA for the San Diego Lions Club Baseball Tournament, April 6-9, 2009

9.7 Culver City High School Boys' Lacrosse Team to Attend an Overnight Field Trip to Participate in Games in San Diego, CA, March 6-7, 2009

10. Awards, Recognitions and Presentations**10.1 Spotlight on Education – Linwood E. Howe Elementary**

Dr. Coté introduced Ms. Amy Anderson Principal of Linwood E. Howe Elementary. Ms. Anderson introduced student Anna Garcia Rema who played the violin for the Board; student Chad Carter also played a violin arrangement. Ms. Anderson spoke about how she hopes that the budget crisis does not affect the quality arts programs that are in the schools. Since Ms. Anderson was experiencing some technical difficulty trying to continue her presentation, Mr. Gourley suggested moving on in the agenda to public recognition. Mr. Zeidman moved to modify the agenda to give Ms. Anderson time to fix the technical issues. Mrs. Davis seconded the motion. It was decided to proceed to public recognition.

11. Public Recognition**11.3 Members of the Audience**

- Adrian Berliner, a student at Cal State Los Angeles, spoke about his great learning experience at Farragut and at the Middle School. Mr. Berliner requested to be allowed to tutor math at the Middle School. Mr. Gourley spoke highly of Mr. Berliner as they worked together in the Mock Trial Program, and felt that he would be a fine tutor. Dr. Coté stated that the District would be very happy to reconsider his request for tutoring. Mrs. Davis commented that she was very proud of him, and thanked the students that played. Dr. Beagles-Roos thanked the students that performed and she is happy that the program has been so successful. Dr. Beagles-Roos also thanked Mr. Berliner and his parents for attending the meeting.
- Mr. Karlo Silbiger wanted to invite the Board and community members to the Culver City Democratic Club's two events. The first event is on February 11, 2009 and it is a forum where the candidates running for state senate will be speaking and responding to questions. The second event is on February 21, 2009 which is the annual Installation Luncheon where the new Board is installed. Mr. Silbiger wanted to follow up on the AP exam issue. He encouraged the Board to agendaize voting on changing the policy.

10.1 Spotlight on Education - Linwood E. Howe Elementary - (cont.)

Ms. Anderson provided information on the variety of music opportunities at the school which include choir, instrumental music and a Symphonic Jazz Orchestra. Ms. Anderson presented additional information on the classroom instruction, and student assemblies.

12. Information Items**12.2 Presentation of the Process for Pursuing a Parcel Tax**

Mr. El Fattal introduced Ms. Bonnie Moss of Jack Schrader and Associates who explained the process for pursuing a parcel tax. Ms. Moss also provided information on raising revenue thru a parcel tax and explained the feasibility phase. Mr. Karlo Silbiger encouraged the Board to review Measure T as an example, and note how it was a community effort. Mr. Silbiger recommended that the Board approve proceeding with a parcel tax. Community members Stephanie O'Neil, Robert Gray, and Alan Elmont also encouraged the Board to approve an Action Item in favor of proceeding with a parcel tax; and they felt strongly about keeping the community well informed about the District's support. Mrs. Davis commented on the District partnering with the City. Ms. Moss stated that she strongly believes in collaboration with the City in pursuing the tax. Further discussion ensued as Ms. Moss responded to questions from the Board. Mr. Gourley moved to agendaize the pursuance of a parcel tax. A consensus was made with Mrs. Davis and Mr. Zeidman in agreement.

Mr. Zeidman was unable to attend the full meeting and left at 8:30 p.m.

10.2 Career Pathways AB2448 Information Presented by Dr. Marvin Brown, Regional Occupational Program (ROP) "Steering Committee Representative"

Dr. Marvin Brown, Steering Committee Representative, began by thanking LACOE ROP Coordinator Randy Valenzuela and Marion Serra, CCUSD ROP Technician. Mr. Valenzuela thanked the students who attended; the community of Culver City; and Dr. Brown. Mr. Valenzuela presented information on ROP career pathways, and responded to questions.

11. Public Recognition – (cont.)**11.1 Superintendent's Report**

Dr. Coté reported on her attendance at the Annual Superintendents symposium where the main topic was the fiscal crisis. Dr. Coté noted that attendance was down at the conference, and commented that other Districts have not come up with any answers to the crisis. School Services of California gave their suggestions on handling the crisis. Dr. Coté reported on her attendance at the opening of the science lab at El Rincon Elementary, and felt that it was an amazing event. She thanked Dr. Beagles-Roos and Mr. Zeidman for attending.

11.2 Assistant Superintendents' Reports

Ms. Laura provided an update on the last Anti-Bullying Task Force meeting where they gave recommendations to the Board of what they feel should be the next plan of action.

Mr. El Fattal reported on the latest information regarding the state budget; and he provided an update on developing the expenditure reduction list.

Mrs. Jaffe reported that she was waiting on more direction regarding the budget cuts. Mrs. Jaffe provided an update on CCFT negotiations, and stated that she was hoping to have the 2009-2010 calendar finalized.

11.4 Student Representatives' Reports**Middle School Student Representative**

Sibyl Courey, Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including the activities at the upcoming Valentine Dance; the profits from the Winter Dance; the upcoming Pennies for Patients fundraiser; and the upcoming fifth grade orientation.

Culver Park Student Representative

Jessica Romo, Culver Park High School Student Representative, reported on activities at Culver Park High School, including the school developing a debate team; the HeArt Projects attendance at the Getty Museum; and two seniors that received awards from the Culver City Exchange Club for improvement.

Culver City High School Student Representative/Student Board Member

Opal Dillard, Student Board Member, began by apologizing that she was unable to make the previous meeting. Miss Dillard reported on activities at Culver City High School, including the Relay for Life fundraiser for cancer; the upcoming blood drive; a focus group being established to combat bullying; a students with disabilities campaign; and that she had some complaints from ELL students reporting that aides are not helpful. Miss Dillard inquired as to what was discussed at the February 3, 2009 meeting regarding the selection of Student Board Member. Dr. Beagles-Roos responded. Miss Dillard also inquired as to item number 52686 on the purchase orders. Mr. El Fattal responded that the funds were from a FLAP grant for computers.

11.5 Members of the Board

Board Members spoke about:

- Mr. Gourley inquired as to additional developments being made with the Anti-Bullying Task Force such as how is the District currently protecting the students? What progress is being made? And what training has the District implemented to date? Ms. Laura responded that the teacher training is in development. When a program is adopted the training will follow. Mr. Gourley thanked everyone for talking about the parcel tax, and provided suggestions on what the community can do to get a parcel tax passed. He inquired as to if the AP exam decision was site-based.
- Dr. Russell commented on his conversation with Ms. Nancy Goldberg, and reported that CBAC will have a special meeting. Dr. Russell encouraged parents of elementary students to attend the CBAC meeting.
- Mrs. Davis inquired as to if there is any flexibility with categorical funding. Dr. Coté responded that there is a little flexibility. Mrs. Davis reported on her attendance at the memorial service for Sgt. Massey of the Culver City Police Department, and suggested developing a scholarship fund. Mrs. Davis reported

on her attendance at a conference in Sacramento where funding and the budget crisis were big issues. The conference also had discussion on local/state legislation.

- Dr. Beagles-Roos thanked the student representatives for the attendance and reports. Dr. Beagles-Roos reported on her attendance at the El Rincon Science Lab opening and stated it was a wonderful tribute to teachers, staff, and the Education Foundation. She reported on fundraisers for the Culver City Youth Health Center, and the High School Booster Club. Dr. Beagles-Roos commented on her attendance at the La Ballona Partners in Print which helps parents develop literacy in children. Commendations went to Rita Zide for donating books to all of the schools. Mrs. Davis thanked the student representatives for attending the meeting, and welcomed the new students.

12.1 First Reading of Revised Administrative Regulation and Board Policy 5144, Students - Discipline

Ms. Laura presented the Administrative Regulation and Board Policy to the Board for review. Mr. Andrew Sotelo provided the Board with his proposed changes; and responded to questions from audience members and the Board. The information will return to the Board for a second reading.

8. Recess

The Board recessed at 9:20 p.m. and reconvened at 9:30 p.m.

14. Action Items

14.1 Superintendent's Items

14.1a Request to Change the date of the April 28, 2009 Board Meeting

It was moved by Mr. Gourley and seconded by Dr. Russell that the Board approve the request to move the April 28, 2009 Board meeting to April 27, 2009 as presented. The motion was unanimously approved.

14.2 Education Services Items

14.2a Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Culver Park High School

Board members commented on how much they liked the new format of the Site Plans. It was moved by Mrs. Davis and seconded by Dr. Russell that the Board approve Single Plan for Student Achievement for Culver Park High School as presented. The motion was unanimously approved.

14.2b Approval is Recommended for the Single Plan for Student Achievement (SPSA) for La Ballona Elementary School

It was moved by Mrs. Davis and seconded by Dr. Russell that the Board approve the single Plan for Student Achievement for La Ballona Elementary School as presented. Dr. Beagles-Roos stated that she liked the new format. Mrs. Davis and Ms. Collins extended commendations to Mrs. Leslie Lockhart for her fantastic work and direction on the Site Plans. The motion was unanimously approved.

14.2c Approval is Recommended for Adoption of New K-5, Middle School and High School Mathematics Textbooks

It was moved by Mrs. Davis and seconded by Dr. Russell that the Board approve the new K-5, Middle School and High School mathematics Textbook Adoption as presented. Mr. Laase inquired as to how old the books were that students were currently using. Ms. Laura responded that the cycle for new books is every 5 to 6 years. The motion was unanimously approved.

14.3 Business Items

14.3a Approval is Recommended for Budget Revision to the General Fund

It was moved by Mrs. Davis and seconded by Mr. Gourley that the Board approve the budget revision to the General Fund as presented. Mr. El Fattal responded to questions from the Board and from audience members regarding the revisions. The motion was unanimously approved.

15. Board Business - None

16. Public Recognition – Continued

16.1 Members of the Audience

Members of the audience spoke about:

- Mr. Alan Elmont commented on the suggestion from CBAC to encourage the District to not provide the State with a balanced budget, and encourage other Boards in the state to do the same.
- Mr. Jerry Chabola commented that he was thrilled that ROP was being recognized. He also stated that he felt the parcel tax issue was important, but that the public should be more informed about permit students. The public does not know permit students could be held to higher standards. Mr. Chabola encouraged the Board to advocate with Sacramento to change funding. Mr. Chabola suggested moving public recognition to earlier on the agenda; and congratulated Mr. El Fattal for no adjustments needed on the 2007-2008 final audit

16.2 Members of the Board

Board members spoke about:

- Mrs. Davis suggested that the actions being taken by the Anti-Bullying Task Force should be communicated to the schools.
- Dr. Russell agreed with Mr. Chabola that public recognition needs to be earlier on the agenda. Dr. Russell congratulated Mr. El Fattal for no adjustments needed on the 2007-2008 audit. He did not agree with Mr. Chabola on protesting by submitting an unbalanced budget.
- Mr. Gourley stated that the District has to submit a balanced budget. He praised Mr. El Fattal for the 2007-2008 audit. Mr. Gourley commented on his meeting with two community members who donated to the El Rincon Science Lab. Those citizens acknowledged Dr. Coté’s contribution.
- Dr. Beagles-Roos commented that all Boards of Education will be working on budget cuts. Dr. Beagles-Roos also inquired as to if the students at the High School are getting information back from the Anti-Bullying Task Force. Miss Dillard stated that Student Council is aware of information, but not the whole school. Dr. Beagles-Roos suggested that the Task Force could write an article for the newspapers. Mr. Gourley suggested that Miss Dillard could spread information through the heads of the programs she is involved in.

Adjournment

There being no further business, it was moved by Mr. Gourley, seconded by Dr. Russell and unanimously approved to adjourn the meeting. Board President Dr. Beagles-Roos adjourned the meeting at 10:20 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

9.2 PURCHASE ORDERS AND WARRANTS

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

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

Purchase order grand total from February 2, 2009 through February 13, 2009 is \$173,629.98 Warrants issued for the period January 16, 2009 through February 11, 2009 total \$6,093,755.04. This includes \$2,384,107.79 in commercial warrants, and \$3,709,647.25 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 February 2, 2009 through February 13, 2009 in the amount of \$173,629.98 and warrants for January 16, 2009 through February 11, 2009 in the amount of \$6,093,755.04 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

Report ID: LAPO009C

Board List Purchase Order Report

Page No. 1

District : 64444

CULVER CITY UNIFIED SD

Run Date: 02/14/2009

Purchase Orders/Buyouts To The Board for Ratification From : 2/2/2009 To 2/13/2009

Run Time: 04:11:07AM

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

Change

PO Date	PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
02/06/09	51581M	A		02/06/09	JOHNSTONE SUPP	MAINTENANCE	Maintenance	01.0	81500.0	00000	8110	4380	0005040	7.96	7.96
				2/6/2009			51581M		JOHNSTONE SUPPLY						
02/03/09	52353M	A		02/03/09	HD INDUSTRIES	REPAIRS - OTH Operations		01.0	00000.0	00000	3600	5630	0005041	8,576.78	8,576.78
				2/3/2009			52353M		HD INDUSTRIES						
02/03/09	52426	A		02/03/09	CDW-G	COMPUTER S	District Curricl	01.0	00000.0	00000	2100	4350	0004010	519.13	519.13
				2/3/2009			52426		CDW-G						
02/10/09	52462ER	A		02/10/09	GREAT SOURCE E	INSTRUCTION	El Rincon Ele	01.0	90127.0	11100	1000	4310	2040000	1,695.98	1,695.98
				2/10/2009			52462ER		GREAT SOURCE EDUCATION GROUP, INC.						
02/06/09	52617M	A		02/06/09	WESTRUX	REPAIRS - OTH Transportatio		01.0	72400.0	57500	3600	5630	0005510	970.25	970.25
				2/6/2009			52617M		WESTRUX						
02/06/09	52618M	A		02/06/09	US AIR CONDITION	MAINTENANCE		01.0	81500.0	00000	8110	4380	0005040	105.51	105.51
				2/6/2009			52618M		US AIR CONDITIONING DISTRIBUTORS						
02/03/09	52699	A		02/03/09	HENRY SCHEIN, I	OFFICE SUPPL	Human Reso	01.0	00000.0	00000	7400	5860	0003000	214.00	214.00
				2/3/2009			52699		HENRY SCHEIN, INC.						
02/03/09	52724	A		02/03/09	REDWOOD PRESS	FORMS		01.0	00000.0	00000	7300	4350	0005030	1,598.86	1,598.86
				2/3/2009			52724		REDWOOD PRESS						
02/11/09	52726	A		02/11/09	LACOE	CONFERENCE	District Curricl	01.0	00000.0	00000	2100	5220	0004010	100.00	100.00
				2/11/2009			52726		LACOE						
02/03/09	52727	A		02/03/09	JASON FRAND	CONSULTANT	Linwood How	01.0	90127.0	00000	2100	5850	2020000	1,200.00	1,200.00
				2/3/2009			52727		JASON FRAND						
02/03/09	52729	C		02/03/09	PACIFIC COAST PA	REPAIRS - OTH	Undistributed	13.0	53100.0	00000	3700	5630	0000000	168.00	168.00

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

Report ID: LAPO009C

Board List Purchase Order Report

Page No. 2

District : 64444

CULVER CITY UNIFIED SD

Run Date: 02/14/2009

Purchase Orders/Buyouts To The Board for Ratification From : 2/2/2009 To 2/13/2009

Run Time: 04:11:07AM

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

Change

PO Date	PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
2/3/2009						52729		PACIFIC COAST PARTS LOS ANGELES							168.00
02/03/09	52730	C		02/03/09	EDWIN AVEDIAN A	CONTRACT SE	Special Educa	01.0	33100.0	57500	3900	5890	0004040	31,860.00	31,860.00
2/3/2009						52730		EDWIN AVEDIAN AND GRETA MORADIAN							31,860.00
02/03/09	52738	A	1	02/11/09	PEARSON NCS	FORMS	High School u	01.0	00000.0	11100	1000	4310	4010001	2,308.69	2,308.69
2/3/2009						52738		PEARSON NCS							2,308.69
02/05/09	52740	A		02/05/09	CODE BLUE E.R.T.	OFFICE SUPPL	Human Reso	01.0	00000.0	00000	7400	5860	0003000	174.00	174.00
2/5/2009						52740		CODE BLUE E.R.T.							174.00
02/05/09	52741	A		02/05/09	REDWOOD PRESS	OFFICE SUPPL	Human Reso	01.0	00000.0	00000	7400	4350	0003000	180.78	180.78
2/5/2009						52741		REDWOOD PRESS							180.78
02/03/09	52742	C		02/03/09	PURCHASE POWE	COMMUNICATI	Purchasing	01.0	00000.0	00000	7300	5910	0005030	5,000.00	5,000.00
2/3/2009						52742		PURCHASE POWER							5,000.00
02/03/09	52743	C		02/03/09	LACASE	CONFERENCE	Special Educa	01.0	33100.0	57700	2100	5220	0004040	180.00	180.00
2/3/2009						52743		LACASE							180.00
02/03/09	52744	C		02/03/09	NIGRO, NIGRO & W	LEGAL SERVIC	Business Serv	01.0	00000.0	00000	7300	5820	0005000	20,470.00	20,470.00
2/3/2009						52744		NIGRO, NIGRO & WHITE, PC							20,470.00
02/03/09	52745	C		02/03/09	CALIFORNIA NEWS	ADVERTISING	Fiscal Service	01.0	00000.0	00000	7300	5830	0005010	72.52	72.52
2/3/2009						52745		CALIFORNIA NEWSPAPER SERVICE BUREAU, I							72.52
02/03/09	52746	A		02/03/09	PEOPLES EDUCAT	BOOKS	Linwood How	01.0	73950.0	11100	1000	4310	2020000	2,885.79	2,885.79
2/3/2009						52746		PEOPLES EDUCATION							2,885.79
02/03/09	52747	A		02/03/09	EDUCATIONAL IN	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	83.62	83.62

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

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Board List Purchase Order Report

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District : 64444

CULVER CITY UNIFIED SD

Run Date: 02/14/2009

Purchase Orders/Buyouts To The Board for Ratification From : 2/2/2009 To 2/13/2009

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

Change

PO Date	PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
					2/3/2009	52747	EDUCATIONAL INNOVATIONS								83.62
02/03/09	52748	C		02/03/09	ALLISON CONRAD	CONTRACT SE Special Educa	01.0	33100.0	57500	3900	5890	0004040		4,725.00	4,725.00
					2/3/2009	52748	ALLISON CONRAD								
02/03/09	52749	A		02/03/09	OFFICE DEPOT	OFFICE SUPPL El Rincon unit	01.0	00000.0	00000	2700	4350	2040001		112.83	112.83
					2/3/2009	52749	OFFICE DEPOT								
02/03/09	52750	A		02/03/09	SCHOOL SERVICE	OFFICE SUPPL Human Reso	01.0	00000.0	00000	7400	4230	0003000		36.00	36.00
					2/3/2009	52750	SCHOOL SERVICES OF CALIFORNIA								
02/03/09	52751	A		02/03/09	CLASSROOM PROC INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030		97.76	97.76
					2/3/2009	52751	CLASSROOM PRODUCTS WAREHOUSE								
02/03/09	52752	C		02/03/09	CULVER CITY & B ADVERTISING	Human Reso	01.0	00000.0	00000	7400	5830	0003000		198.00	198.00
					2/3/2009	52752	CULVER CITY & BLUE PACIFIC NEWS								
02/03/09	52753	C		02/03/09	AVC OFFICE AUTO MAINTENANCE	middle school	01.0	00000.0	00000	2700	5630	3010001		893.05	893.05
					2/3/2009	52753	AVC OFFICE AUTOMATION								
02/03/09	52754	A		02/03/09	RELAX THE BACK	INSTRUCTION OT and APE	01.0	56400.0	11100	1000	4310	0004025		141.90	141.90
					2/3/2009	52754	RELAX THE BACK								
02/03/09	52755	A		02/03/09	DISCOUNT SCHOO INSTRUCTION	Special Educa	01.0	33100.0	57700	1110	4310	0004040		169.41	169.41
					2/3/2009	52755	DISCOUNT SCHOOL SUPPLY								
02/03/09	52756	A		02/03/09	THERAPRO, INC.	INSTRUCTION OT and APE	01.0	56400.0	11100	1000	4310	0004025		261.91	261.91
					2/3/2009	52756	THERAPRO, INC.								
02/03/09	52757	A		02/03/09	BEYOND PLAY, LL	INSTRUCTION OT and APE	01.0	56400.0	11100	1000	4310	0004025		200.76	200.76

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District : 64444

CULVER CITY UNIFIED SD

Run Date: 02/14/2009

Purchase Orders/Buyouts To The Board for Ratification From : 2/2/2009 To 2/13/2009

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

O Date	PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
					2/3/2009	BEYOND PLAY, LLC	52757								200.76
2/03/09	52758	A		02/03/09	FUND AND FUNCTI	INSTRUCTION OT and APE	01.0	56400.0	11100	1000	1000	4310	0004025	228.49	228.49
					2/3/2009	FUND AND FUNCTION.COM	52758								
2/03/09	52759	A		02/03/09	REHABMART.COM	INSTRUCTION OT and APE	01.0	56400.0	11100	1000	1000	4310	0004025	758.87	758.87
					2/3/2009	REHABMART.COM	52759								
2/03/09	52760	C		02/03/09	NEWMAN AARON	CONTRACT SE Special Educa	01.0	33100.0	57500	3900	3900	5890	0004040	7,500.00	7,500.00
					2/3/2009	NEWMAN AARONSON VANAMAN, ATTORNEY AT	52760								
2/03/09	52761	A		02/03/09	TEACHERS' DISCO	INSTRUCTION Special Educa	01.0	33100.0	57700	1110	1110	4310	0004040	149.87	149.87
					2/3/2009	TEACHERS' DISCOUNT	52761								
2/03/09	52762	A		02/03/09	DEMCO, INC.	INSTRUCTION Special Proje	01.0	58100.0	11100	1000	1000	4310	0004030	607.19	607.19
					2/3/2009	DEMCO, INC.	52762								
2/03/09	52763	A		02/09/09	THAMAR PENA	CONSULTANT Culver City M	01.0	30100.0	11100	1000	1000	5850	3010000	3,000.00	3,000.00
					2/3/2009	THAMAR PENA	52763								
2/05/09	52764	A		02/05/09	SCHOOL SPECIAL	INSTRUCTION Special Proje	01.0	73920.0	11100	1000	1000	4310	0004030	94.39	94.39
					2/5/2009	SCHOOL SPECIALTY INC.	52764								
2/05/09	52765	A		02/05/09	CDW-G	COMPUTER S El Rincon Ele	01.0	73950.0	11100	1000	1000	4310	2040000	116.86	116.86
					2/5/2009	CDW-G	52765								
2/05/09	52766	A		02/05/09	SAN JOAQUIN COU	CONTRACTED: Undistributed	01.7	65000.0	50010	2200	2200	5810	0000000	9,651.00	9,651.00
					2/5/2009	SAN JOAQUIN COUNTY OF EDUCATION	52766								
2/05/09	52767	C		02/05/09	CAROL H. GRAHA	CONTRACT SE Special Educa	01.0	33100.0	57500	3900	3900	5890	0004040	2,275.00	2,275.00

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CULVER CITY UNIFIED SD

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

Change

PO Date	PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
				2/5/2009		52767		CAROL H. GRAHAM							2,275.00
02/05/09	52768	A		02/05/09	THOMSON WEST	BOOKS	Pupil Services	01.0	00000.0	00000	3140	4350	0004020	264.13	264.13
				2/5/2009		52768		THOMSON WEST							264.13
02/05/09	52769	X	1	02/12/09	AASA	MEMBERSHIP	Superintende	01.0	00000.0	00000	7100	5310	0001000	403.00	403.00
				2/5/2009		52769		AASA							403.00
02/05/09	52770	C		02/05/09	EDWIN AVEDIAN A	CONTRACT SE	Special Educa	01.0	33100.0	57500	3900	5890	0004040	13,000.00	13,000.00
				2/5/2009		52770		EDWIN AVEDIAN AND GRETA MORADIAN							13,000.00
02/05/09	52771	C		02/05/09	WRITE TIME PUBL	CONFERENCE	Ohr Eliyahu A	01.0	40350.0	00000	2700	5220	1050000	200.00	200.00
				2/5/2009		52771		WRITE TIME PUBLISHING							200.00
02/06/09	52772	A		02/06/09	COMPLETE BUSIN	INSTRUCTION	La Ballona un	01.0	00000.0	00000	2700	4310	2060001	2,000.00	2,000.00
				2/6/2009		52772		COMPLETE BUSINESS SYSTEMS							2,000.00
02/06/09	52773	A		02/06/09	REDWOOD PRESS	OFFICE SUPPL	El Rincon unit	01.0	00000.0	00000	2700	4350	2040001	69.28	69.28
				2/6/2009		52773		REDWOOD PRESS							69.28
02/06/09	52774	C		02/06/09	CARL & ALISON NO	CONTRACT SE	Special Educa	01.0	33100.0	57500	3900	5890	0004040	3,135.00	3,135.00
				2/6/2009		52774		CARL & ALISON NOEL							3,135.00
02/06/09	52775	A		02/06/09	BULBMAN	AUDIOVISUAL	La Ballona un	01.0	00000.0	00000	2700	4310	2060001	105.02	105.02
				2/6/2009		52775		BULBMAN							105.02
02/06/09	52776	C		02/06/09	LOYOLA MARYMOU	ADVERTISING	Human Reso	01.0	00000.0	00000	7400	5830	0003000	85.00	85.00
				2/6/2009		52776		LOYOLA MARYMOUNT UNIVERSITY							85.00
02/06/09	52777	C		02/06/09	PEPPERDINE UNI	ADVERTISING	Human Reso	01.0	00000.0	00000	7400	5830	0003000	55.00	55.00

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District : 64444

CULVER CITY UNIFIED SD

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

Change

PO Date	PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
2/6/2009						52777		PEPPERDINE UNIVERSITY							55.00
02/10/09	52778	C		02/10/09	O NGUYEN - DIME CONTRACTED : Culver City H	52778	01.0	00000.0	17000	1000	1000	5890	4010000	1,094.65	1,094.65
2/10/2009						52778		O NGUYEN - DIMENSION DESIGNS							
02/10/09	52780	A		02/10/09	ROTARY CLUB OF C MEMBERSHIP Superintende	52780	01.0	00000.0	00000	7100	5310	0001000		25.00	25.00
2/10/2009						52780		ROTARY CLUB OF CULVER CITY							
02/10/09	52782	A		02/10/09	KINETIC LIGHTING, LIGHTING SUPP Culver City H	52782	01.0	00000.0	17000	1000	1000	5610	4010000	2,000.00	2,000.00
2/10/2009						52782		KINETIC LIGHTING, INC.							
02/10/09	52783	A		02/10/09	THOMPSON PUBL CONFERENCE, Special Proje	52783	01.0	30100.0	00000	2700	5220	0004030		328.50	328.50
2/10/2009						52783		THOMPSON PUBLISHING GROUP, INC.							
02/10/09	52784	A		02/10/09	CALIFORNIA EDUC/ INSTRUCTION Adult School	52784	11.0	90137.0	41100	1000	4310	0000010		145.40	145.40
2/10/2009						52784		CALIFORNIA EDUCATIONAL CREATIONS							
02/10/09	52785	A		02/10/09	PEARSON EDUCAT BOOKS Adult School	52785	11.0	90139.0	41100	1000	4110	0000010		1,654.20	1,654.20
2/10/2009						52785		PEARSON EDUCATION, INC.							
02/10/09	52786	C		02/10/09	SCHOOLARTS MA MAGAZINES middle school	52786	01.0	00000.0	11100	1000	4310	3010001		24.95	24.95
2/10/2009						52786		SCHOOLARTS MAGAZINE							
02/10/09	52787	C		02/10/09	E.G. BRENNAN & C REPAIRS - OTH middle school	52787	01.0	00000.0	00000	2700	5630	3010001		544.50	544.50
2/10/2009						52787		E.G. BRENNAN & CO., INC.							
02/10/09	52788	A		02/10/09	AARDVARK CLAY & INSTRUCTION middle school	52788	01.0	00000.0	11100	1000	4310	3010001		337.98	337.98
2/10/2009						52788		AARDVARK CLAY & SUPPLIES							
02/10/09	52789	A		02/10/09	INSTRUCTION Undistributed		01.0	96352.0	71100	1000	4310	0000000		186.16	186.16

Board List Purchase Order Report
CULVER CITY UNIFIED SD

District : 64444

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

PO Date	PO #	Stat	Ord #	Change	Vendor Name	Description	Dept/Site	Fund	Res.Pj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
2/10/2009							52789	CDW-G							186.16
02/10/09	52790	A	1		TROXELL COMMUN	COMPUTER S Undistributed	01.0	96352.0	71100	1000	1000	4410	0000000	584.55	584.55
2/10/2009							52790	TROXELL COMMUNICATIONS							
02/10/09	52791	A			DELL COMPUTER C	COMPUTER S Undistributed	01.0	96353.0	71100	1000	1000	4410	0000000	3,664.44	3,664.44
2/10/2009							52791	DELL COMPUTER CORP.							
02/10/09	52792	A			J.M. STEWART COF	OFFICE SUPPL La Ballona un	01.0	00000.0	00000	00000	2700	4310	2060001	49.65	49.65
2/10/2009							52792	J.M. STEWART CORPORATION							
02/10/09	52793	C			WELLS FARGO BA	CONFERENCE, Superintende	01.0	00000.0	00000	00000	7100	5220	0001000	508.57	508.57
2/10/2009							52793	WELLS FARGO BANK							
02/10/09	52794	A			MONA METHA FED	CONSULTANT Special Educa	01.0	33100.0	71500	1130	1130	5850	0004040	30,545.00	30,545.00
2/10/2009							52794	MONA METHA FEDERIZO							
02/11/09	52799	A			OFFICE SUPPL	La Ballona EI	01.0	73950.0	11100	1000	1000	4310	2060000	29.84	29.84
2/11/2009							52799	ASCD							

Total by District : 64444

170,629.98

End of Report LAPO009C

NONPUBLIC SCHOOLS:

APPROVED YTD: \$3,625,616.95

CULVER CITY UNIFIED SCHOOL DISTRICT DISTRICT WARRANT 2008 - 2009

COMMERCIAL WARRANTS

JANUARY 16, 2009 - FEBRUARY 11, 2009 \$ 2,384,107.79

PAYROLL WARRANTS

JANUARY 16, 2009 - FEBRUARY 11, 2009 \$ 3,709,647.25

TOTAL:

\$ 6,093,755.04

BOARD REPORT

2/24/09

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>
La Ballona Elementary School	Mrs. Sara Fields Blood glucose meter and supplies
Office of Child Development, Kids Club	Mr. & Mrs. Aguilera \$30 for classroom supplies
	Mrs. Evelyn Torres \$21 for classroom supplies
Office of Child Development, CEE-1	Mrs. Sara Jensen 1 large box of miniature tambourines
Culver City Middle School	Shigeki and Noriko Fujitani \$20 for classroom supplies
Culver City High School	Culver City Rotary Club Ms. Kathy Haworth \$8,000 for the purchase of Electronic Track Timing System

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. 12

I. Authorization and Ratification of Employment

A. Substitute Teachers – District

1. Halliburton, Kristen Effective February 19, 2009
2. Tague, Shannon Effective February 19, 2009
3. Yoo, Paula Effective February 25, 2009

B. Regional Occupational Program Instructor – High School

Effective January 26, 2009 through June 22, 2009 at hourly rate of pay, not to exceed 220 hours

- 1 Weinberger, Richard Auto Specialization

C. Extra Assignment – Adult School Administrator

Effective January 8, 2009 at hourly rate of pay, not to exceed 4.5 hours

1. Pryharski, Allison

D. Extra Assignment - Middle School, After School Program Teachers

Effective January 20, 2009 through April 3, 2009 at \$35.00 per hour, not to exceed 1 hour per week

1. Morris, Ruth
2. Sablan, Angelo

F. Extra Assignment – High School, Spring Musical

Effective January 1, 2009 through March 22, 2009

- | | | | |
|----|------------------|--------------------|----------------|
| 1. | Michel, Lisa, | Vocal Director | \$2750 stipend |
| 2. | Pernoon, Farhang | Assistant Director | \$2616 stipend |
| 3. | Spano, Tony | Director | \$3072 stipend |

G. Extra Assignment – High School, Coaches for Spring Sports

Effective February 2, 2009 through May 9, 2009

- | | | | |
|----|---------------------|--------------------|-------------------|
| 1. | Chabola, Kevin | Boys' Lacrosse | \$2978 stipend |
| 2. | Levy, Michael | Assistant Baseball | \$3013 stipend |
| 3. | Pulido, Adan | Assistant Softball | \$2745 stipend |
| 4. | Prieto, Rick | Baseball | \$3332 stipend |
| 5. | Rothenberg, Phillip | Boys' Tennis | \$2195 stipend |
| 6. | Salter, Tom | Golf | \$2195 stipend |
| 7. | Sanchez, David | Assistant Track | \$2015 stipend |
| 8. | Thomas, Ollie | Assistant Track | \$1215.50 stipend |
| 9. | Wright, Jahmal | Track | \$2978 stipend |

BOARD REPORT

9.4 Certificated Personnel Services Report No. 12 – Page 2

II. Voluntary Reduction in Assignment

1. Mann, Alison
High School
From: 80% to 60% Teacher
Effective January 27, 2009 through June 19, 2009

III. Leave

1. Gripp, Jenna
El Rincon
Personal Leave of Absence Without Pay
Effective August 2009 through June 2010

IV. Resignations

1. Kim, Elizabeth
Middle School
Effective June 20, 2009
Personal reasons
2. McCarthy, Erin
El Rincon
Effective June 20, 2009
Personal reasons
3. Scieurba (Hussey), Patricia
El Rincon
Effective June 20, 2009
Moving out of area
4. Seymour, Drew
High School
Effective June 20, 2009
Moving out of area
5. Sinfield, Paul
Farragut
Effective June 20, 2009
Personal reasons
6. Wall, Whitney
Middle School
Effective June 29, 2009
Relocating out of area
7. Yu, Jeanne
High School
Effective June 20, 2009
Moving out of area

RECOMMENDED MOTION: That approval be granted for Certificated Personnel Services Report No. 12

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.5 Classified Personnel Services Report No. 12

I. Authorization, Approval & Ratification of Employment

A. Campus Supervision Aide

1. Nguyen, Hop
Campus Supervision Aide
(Previously approved on Board Report #11,
02/11/09)
Security/Adult School
22.5 hours per week, school year
Effective February 11, 2009
Range 10

B. Instructional Assistants

1. Gibbs, Shauna
Instructional Assistant – Adult School
Adult School – Extra Assignment - CAHSEE
Not to exceed 5 hours
Effective February 3, 2009
Range 17
2. Lopez, Jose
Instructional Assistant – Adult School
Adult School – Extra Assignment - CAHSEE
Not to exceed 5 hours
Effective February 4, 2009
Range 17

C. Maintenance

1. Maintenance Electrician
Maintenance, Operations & Transportation
8 hours per day, 12 months per year
Effective February 25, 2009
Range 35

D. Coaches

1. Miranda, Jaime
Temporary Assistant Baseball Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$3,013.00
2. Blodgett, Jake
Temporary Assistant Baseball Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$536.00

BOARD REPORT

9.5 Classified Personnel Services Report No. 12 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

D. Coaches – continued

3. Ozaki, Ron
Temporary Assistant Baseball Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$1,700.00
4. Sargent, John
Temporary Softball Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$2,978.00
5. Ayon, Jesus
Temporary Assistant Softball Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$2,745.00
6. Dordoni, Nestor
Temporary Boy's Swimming Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$2,745.00
7. Dordoni Jr., Nestor
Temporary Girl's Swimming Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$2,745.00
8. Kamahoahoa, Leilani
Temporary Boy's Volleyball Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$2,978.00
9. Parel, Jessica
Temporary Assistant Boy's Volleyball Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$2,745.00

BOARD REPORT

9.5 Classified Personnel Services Report No. 12 – Page 3

I. Authorization, Approval & Ratification of Employment – continued

D. Coaches – continued

- | | | |
|-----|---------------------|--|
| 10. | Cardenas, Stephanie | Temporary Girl's Lacrosse Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$2,978.00 |
| 11. | Eskridge, Adam | Temporary Assistant Boy's Lacrosse Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$2,745.00 |
| 12. | Alvarez, Daniel | Temporary Assistant Boy's Lacrosse Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$500.00 |
| 13. | Bartlett, Jameson | Temporary Assistant Boy's Lacrosse Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$500.00 |
| 14. | Jewett, Venus | Temporary Assistant Track Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$2,015.00 |
| 15. | Huezo, Derrick | Temporary Assistant Track Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$2,015.00 |
| 16. | Nakayama, Tom | Temporary Assistant Track Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$1,215.50 |

BOARD REPORT

9.5 Classified Personnel Services Report No. 12 – Page 4

I. Authorization, Approval & Ratification of Employment – continued

D. Coaches – continued

17. Affue, Arthur Temporary Assistant Boy's Tennis Coach
High School
Effective February 11, 2009 through
May 9, 2009
Stipend of \$1,000.00

E. Noon Duty Supervisors

1. Naqvi, Annie Temporary Noon Duty Supervisor
Linwood Howe
Effective November 24, 2008 through
June 19, 2009
Hourly, as needed
2. Lambert, Cheryl Temporary Noon Duty Supervisor
Farragut
Effective February 12, 2009 through
June 19, 2009
Hourly, as needed
3. Velardez, Loretta Temporary Noon Duty Supervisor
Farragut
Effective February 12, 2009 through
June 19, 2009
Hourly, as needed

F. Stipend Assignments

1. Carson, Julie Temporary Choreographer
High School – AVPA – Spring Musical
Effective February 1, 2009 through
March 22, 2009
Stipend of \$2,616.00
2. Mora, Karol Temporary After-School Program Instructor
Middle School
Not to exceed 1 hour per week
Effective January 12, 2009 through
April 3, 2009
Stipend of \$35.00 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 12 – Page 5

II. Authorization, Approval & Ratification of Leave of Absence

1. Farrar, Courtney
Instructional Assistant – Child Development
Child Development
16.5 hours per week, school year
Unpaid Leave of Absence – Wednesday's only
Effective February 25, 2009 through
April 29, 2009
Range 11

III. Authorization, Approval & Ratification of Employee Placement on 39-month Reemployment List

1. Alvarez, Crossie Linda
Senior Food Service Assistant
Food Services – High School
6 hours per day, school year
Effective February 13, 2009
Range 10
2. Inniss, Jemma
Food Service Assistant
Food Services – High School
3.9 hours per day, school year
Effective February 13, 2009
Range 6
3. Jefferson, Dawn
Food Service Assistant
Food Services – High School
3 hours per day, school year
Effective February 11, 2009
Range 6

IV. Authorization, Approval & Ratification of Resignations

1. Diaz, Josemar
School Custodian – Probationary
MOT/Adult School
4 hours per day, 12 months per year
Personal
Effective February 6, 2009
Range 16
2. Longenbaugh, Richard
School Custodian – Permanent
MOT/High School
8 hours per day, 12 months per year
Retirement
Effective June 30, 2009
Range 16

BOARD REPORT

9.5 Classified Personnel Services Report No. 12 – Page 6

IV. Authorization, Approval & Ratification of Resignations – continued

- | | | |
|----|--------------|---|
| 3. | Neflas, Gail | Clerk Typist II – Permanent
Adult School
4 hours per day, 10 months per year
Retirement
Effective July 27, 2009
Range 17 |
|----|--------------|---|

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 12

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/24/09

9.6

9.6 Approval is Recommended for Culver Park High School Students to Attend the Model United Nations Conference at UC Berkeley, February 26 – March 1, 2009

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 Park High School teacher Joseph Salas requests permission for approximately ten students to attend the Model United Nations Conference at UC Berkeley. Mr. Salas will supervise assisted by a parent volunteer.

RECOMMENDED MOTION: That the Board approve the proposed overnight field trip for Culver Park High School students to attend the Model UN Conference at UC Berkeley, February 26 – March 1, 2009.

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.7 Student Teacher Agreement Between the Culver City Unified School District and California State University, Los Angeles

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

RECOMMENDED MOTION: Authorize the Superintendent to enter into an agreement on behalf of Culver City Unified School District with California State University Los Angeles effective February 13, 2009 through June 30, 2009.

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.8 Student Teacher Agreement Between the Culver City Unified School District and Loyola Marymount University

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

RECOMMENDED MOTION: Authorize the Superintendent to enter into an agreement on behalf of Culver City Unified School District with Loyola Marymount University effective January 1, 2009 through July 31, 2010.

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/24/09

10.1

10.1 American Citizenship Awards

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

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

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

12.1 Enrollment Report

The attached report displays enrollment information for the fifth month of the 2008-2009 school year. The report is presented in two formats: a monthly detail and a summary comparison.

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

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

Culver City Unified School District
Enrollment for the 5th School Month (12/15/08 - 1/9/09)
2008 - 2009

ELEMENTARY	El Marino	El Rincon	Farragut	La Ballona	Linwood Howe	Ind. Study	Total
K	120	79	80	100	78	0	457
1	120	76	75	76	78	0	425
2	117	79	80	57	76	1	410
3	120	82	82	79	79	0	442
4	117	76	81	87	72	1	434
5	114	88	90	88	81	0	461
Spec Class	0	6	5	0	24	0	35
Elementary Total	708	486	493	487	488	2	2664

SECONDARY	Middle School	High School	Culver Park	Ind. Study	Total
6	506			1	507
7	486			1	487
8	502			4	506
9		615	0	8	623
10		598	4	8	610
11		508	33	18	559
12		509	35	18	562
Spec Class	31	43	0	0	74
Secondary Total	1525	2273	72	58	3928

Total K-12 Enrollment	6592
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PRESCHOOL

Linwood Howe	El Marino	El Rincon	Farragut	La Ballona	CEE	Total
50	16	39	8	88	97	298

ADULT SCHOOL

Adult Basic Education	ESL	Citizenship	Adults with Disabilities	Voc. Education	Older Adults Prog	High School Subjects	Total
98	370	8	15	126	771	131	1519

Notes:

1. These enrollment figures represent the total number of sections. A single student may be enrolled in
2. Of the 131 students enrolled in high school subjects, 23 concurrently attend high school

Culver City Unified School District
Enrollment Comparison
07-08 vs 08-09

ELEMENTARY	1st		2nd		3rd		4th		5th	
	School Month		School Month		School Month		School Month		School Month	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
El Marino	696	707	700	707	701	707	696	705	705	708
El Rincon	494	486	496	489	496	488	497	487	495	486
Farragut	494	490	497	491	498	490	499	490	494	493
La Ballona	486	498	484	500	487	499	487	491	486	487
Linwood Howe	488	486	489	490	493	489	490	487	489	488
Ind. Study	0	2	0	2	0	2	2	2	2	2
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl
Elementary Total	2656	2669	2666	2679	2675	2675	2671	2662	2674	2664

SECONDARY	1st		2nd		3rd		4th		5th	
	School Month		School Month		School Month		School Month		School Month	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
Middle School	1579	1526	1583	1531	1586	1530	1582	1525	1577	1525
High School	2198	2310	2182	2302	2184	2290	2168	2297	2177	2273
Culver Park	68	76	67	75	66	74	70	75	69	72
Ind. Study	54	48	56	51	57	59	62	59	62	58
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl
Secondary Total	3898	3960	3898	3959	3893	3953	3882	3956	3884	3928

K-12 Total	6554	6629	6564	6638	6568	6628	6553	6618	6558	6592
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12.2 Presentation of Proposed 2009-2010 Expenditure Reductions

Mr. David El Fattal, Assistant Superintendent of Business Services, will present information on proposed expenditure reductions for the 2009-2010 school year as detailed in the attached list.

Proposed 2009-10 Expenditure Reductions

Site/Department Savings			# of FTE	Unrestricted Savings	Restricted Savings	CBAC Rank
15	Special Day Class Teacher		2		\$ 130,000	1.10
16	Driver		1	\$ 40,000		1.20
17	Special Education			\$ 250,000		1.30
18	Secretary I - Independent Study School		1	\$ 52,188		1.40
19	Maintenance Glazier		1	\$ 72,805		1.40
20	K-3 average class size set at 22:1 (with reduced penalty)		8	\$ 346,926		1.50
or 20a	K-3 average class size set at 23:1 (with reduced penalty)		12	\$ 614,034		
21	Advanced Placement (AP) minimum class size of 20					1.60
22	Elementary Library Clerk (leave 2009-10 unfilled position vacant)		0.5625	\$ 22,000		1.70
23	4-5 average class size set at 30:1 from 28:1		3	\$ 195,000		1.70
or 23a	4-5 average class size set at 31:1 from 28:1		3	\$ 105,000		
24	In-School Suspension Program		1	\$ 89,000		2.00
25	Counselors		5	\$ 495,145		2.20
26	Instructional Assistant Computer Lab		10	\$ 47,739	\$ 151,023	2.20
27	Instructional Assistant I		15		\$ 210,623	2.30
28	Instructional Assistant III		12		\$ 240,851	2.30
29	Security Officers		2	\$ 70,000		2.40
	Deeper cuts in security department					
30	Guidance Technician		1	\$ 52,000		2.50
31	Middle School average class size ratio set at 35:1 from 31:1		4.4	\$ 286,000		2.60
or 31a	Middle School average class size ratio set at 36:1 from 31:1		6.4	\$ 416,000		2.80
32	High School average class size ratio set at 35:1 from 31:1		4	\$ 260,000		2.60
or 32a	High School average class size ratio set at 36:1 from 31:1		6	\$ 390,000		2.80
33	9th Grade CSR - Morgan Hart (incorporated above)		2			
34	Transportation related to athletic events			\$ 94,000		3.00
35	Custodian		1	\$ 56,000		3.60
36	Home to school transportation	Remove from list		\$ 70,000		3.90
37	Athletic Programs	Remove from list		\$ 240,000		3.90
38	Music Program	Remove from list	4	\$ 330,366		4.00

TOTAL

\$ 4,179,110 \$ 602,497

Proposed 2009-10 Expenditure Reductions

Miscellaneous Items			# of Positions	Unrestricted Savings	Restricted Savings	CBAC Rank
39	Voluntary Furlough Days					1.00
40	Reduce summer school programs					2.00
41	Extra-Duty stipends			\$ 36,400		3.20
42	Reverse MAGCS reclassification	Remove from list				3.60
43	No employee should make more than highest paid teacher	Remove from list				3.60
44	Stipends (department chairs, mock trial, AVPA, etc.)			\$ 67,464	\$ 18,150	3.70
TOTAL				\$ 103,864	\$ 18,150	

Proposed 2009-10 Expenditure Reductions

Negotiable Items			# of Positions	Unrestricted Savings	Restricted Savings		CBAC Rank
45	Reduce four days of pay from teachers' salary calendar (Staff Development Day savings)	Negotiable item		\$ 472,844			
46	Offer Staff Development Day to teachers at a rate of \$100/day instead of per diem rate for four days to attendees.	Negotiable item		\$ (126,800)			
47	1% salary reduction	Negotiable item		\$ 302,380	\$ 104,438		
or 47a	1.5% salary reduction	Negotiable item		\$ 453,570	\$ 156,657		
48	Freeze step and column increases for all employees	Negotiable item		\$ 365,220	\$ 134,018		
49	Elementary PE Instructional Assistant	Negotiable item	10	\$ 174,000			
50	Reclassify some 12 month positions to 11 months	Negotiable item		\$ 100,000			
51	2 Program Specialist (special education) - Change from 10 months to 11 months and eliminate monthly stipend	Negotiable item			\$ 42,062		
52	Resource Specialists at Middle School and High School from two prep periods to one period	Negotiable item	2	\$ 130,000			

TOTAL \$ 1,871,214 \$ 437,175

TOTAL \$ 7,287,272 \$ 2,708,493

BOARD REPORT

2/24/2009

14.2a

14.2a Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Farragut Elementary School

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

RECOMMENDED MOTION: That the Board approve the Single Plan for Student Achievement, as submitted, for Farragut Elementary School

Moved by:

Seconded by:

Vote:

SCHOOL: Farragut Elementary School

**SINGLE PLAN FOR STUDENT ACHIEVEMENT
REVIEWING CHECKLIST**

<u>Yes</u>	<u>Needs Improvement</u>	<u>No</u>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I. Cover Sheet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	II. School Vision and Mission
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	III. School Profile
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	IV. Comprehensive Needs Assessment Components
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Data Analysis
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Surveys
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Classroom Observation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Student Work and School Documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Analysis of Current Instructional Program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V. Description of Barriers and Related School Goals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VI. Planned Improvement in Student Performance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Appendix A – School and Student Performance Data
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Appendix B – Analysis of Current Instructional Program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Appendix C – Programs Included in this Plan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Appendix D – Recommendations and Assurances
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Appendix E – Home School Compact
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Appendix F – School Site Council Membership

COMMENTS: _____

PLAN READ BY: _____ DATE: _____

The Single Plan for Student Achievement

Farragut Elementary School

School Name

19-64444-6012694

CDS Code

Date of this revision: January 21, 2009

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

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

Contact Person: Barbara Brown
Position: Principal
Telephone Number: 310 842-4323
Address: 10820 Farragut Dr.
Culver City, CA 90230-4107
E-mail Address: barbarabrown@ccusd.org

Culver City Unified School District

School District

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

The District Governing Board approved this revision of the School Plan on February 24, 2009.

III. School Profile

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

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

Farragut was opened 59 years ago as a small neighborhood school and today serves nearly 500 students from diverse ethnic and economic backgrounds. Our school focus is as an Arts and Technology Campus. We have a strong visual arts program with a curriculum which follows the VAPA standards for grades K-5th. Our Art Room is staffed by an art specialist who is a credentialed teacher. Our music program consists of music appreciation classes for all students. In addition, fourth and fifth graders may choose to take band or orchestra classes each week and all third graders are mandated to take recorder class. We have two Bell Choirs - advanced and beginning - which are available as free before school classes to students in grades 3-5 and a school choir which is available to all students in grades 1-5. Our state of the art computer lab serves all students and is staffed by two aides. The lab was funded by parent donations and through grants. In addition to the lab, we also have computers in every classroom. Students learn keyboarding skills, word processing, use the Internet for research projects, take benchmark assessments on line, and practice academic skills using a variety of computer programs. Several field trips are arranged annually for each grade level and are funded by PTA. In addition, assemblies are also funded and arranged for by PTA. We have an extensive, moderately priced after school enrichment program available to all students. Tuition assistance is available if needed. The class offerings vary throughout the year; however, classes in the fields of science, the arts, sports, computers and chess are regularly available. Our Student Council meets twice a month and is the guiding force in organizing our Community Service Projects. Our Buddy Reading Program pairs Kindergarten and Fifth Graders and Second and Fourth Graders in a shared reading program. The students develop friendships across grade levels and older students mentor younger ones. Finally, our School Families Program is another example of cross-age mentoring and relationship building. Based on the Six Pillars of Character Program, students ranging from Kindergarten - Fifth Grade meet with their adult leader each month to discuss various topics, share ideas, do activities, or perform school service based on the trait of the month.

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

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

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

In 2007-2008 our API score was 842. While it was a drop from the previous year's high of 860 it is still a very respectable score. The overall 860 was an anomaly which we were not able to duplicate. We did however, meet all growth targets. Our base API was 858, but our growth API was down by 16 points. Unfortunately, both of our statistically significant sub-groups, Hispanic and Economically Disadvantaged, showed negative growth and did not meet their targets. Only our White students met their target. Our goal for this year is to improve all three groups, but with particular emphasis on the Hispanic and Economically Disadvantaged groups. Our AYP proficiency levels in English Language Arts and in Mathematics dropped, however, we still met our AYP criteria in all groups.

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

B. Surveys

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

In the area of English Language Arts and Writing, teachers are aware that, in particular, our third grade reading comprehension and literary analysis areas of the English Language Arts curriculum need strengthening. The faculty has identified a lack of reading strategies and a lack of sufficient academic vocabulary and fluency as possible underlying causes of low achievement among all students, particularly English Learners. A lack of regular and consistent reading practice at home and inconsistent parental involvement in fostering reading at home may further affect the students adversely.

In the area of Mathematics, the following underlying causes of low performance are evident: A lack of exposure to and practice with problem solving materials; lack of familiarity with math vocabulary, difficulty adhering to the district's pacing plan, lack of fluency with math facts in addition, subtraction, multiplication and division and finally inconsistent parental support with regard to fostering math practice at home.

Ongoing professional development for teachers in the area of technology is provided through the district's T.I.E. Grant. Additional support and training is recommended and would be very useful. Teachers are developing skills in the set up and maintenance of classroom web pages.

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

C. Classroom Observations

In 2007-2008 our API score was 842. While it was a drop from the previous year's high of 860 it is still a very respectable score. The overall 860 was an anomaly which we were not able to duplicate. We did however, meet all growth targets. Our base API was 858, but our growth API was down by 16 points. Unfortunately, both of our statistically significant sub-groups, Hispanic and Economically Disadvantaged, showed negative growth and did not meet their targets. Only our White students met their target. Our goal for this year is to improve all three groups, but with particular emphasis on the Hispanic and Economically Disadvantaged groups. Our AYP proficiency levels in English Language Arts and in Mathematics dropped, however, we still met our AYP criteria in all groups.

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

D. Student Work and School Documents

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

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

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

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

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

- Galileo Benchmark Assessments in Language Arts and Mathematics
- STAR Test Data
- Open Court Reading Unit assessments, including writing prompts, comprehension check points, vocabulary and spelling
- Fluency assessments
- District developed Math assessments
- Teacher designed assessments
- Johnston Spelling Inventory
- Basic Phonics Skills Test (BPST)
- Phonemic Awareness Assessments such as segmenting, oral comprehension (K. and 1st Gr.)

Teachers use Galileo Benchmark Assessment Data to drive instruction and to design intervention. Grade level teams examine data from Developmental Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given three times yearly in first through fifth grades. This data provides teachers with a probability of student success on the California Standards Tests administered each year in the late spring.

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

Ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSA's), by DATA TOSA's, and by Beginning Teacher Support and Assessment personnel (BTSA TOSA's). The teachers who staff our Resource Specialist Program provide continuous support and suggestions to teachers to help students who are struggling in various areas of the curriculum.

The Physical Education program provides a thirty minute daily (4 times per week) opportunity for teachers to collaborate across grade levels. Twice each month, the students participate in a one hour Physical Education class during which time the teachers of each grade level meet to collaborate on curricular areas, to examine data, and to plan unit lessons including intervention and enrichment. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate. Teachers throughout Culver City are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning deficiencies and identify areas for enrichment. The program we use is called Galileo and it provides periodic benchmark assessments which are used to drive instruction. Grade level teams regularly meet to collaborate and plan this instruction. Beginning in August of 2008, Administrators began working with Dr. Dennis Fox to develop the protocols. All teachers will continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies.

All teachers across all grade levels adhere to the California Content Standards. All instructional materials are standards based, and in Social Studies and Science, the materials are from the recent State adoptions. Essential standards have been identified and are being taught across the grade levels. Benchmark assessments are administered three times each year to students in grades one through five. Kindergarteners are given other appropriate periodic assessments in English Language Arts and Mathematics. Benchmark assessment data is used to inform instruction and to determine intervention and enrichment needs.

V. Description of Barriers and Related School Goals

GOAL #1: WRITING

Kindergarten - Grade 1: Students will meet or exceed the minimum writing benchmark each year.

Grades 2-5: All students within statistically significant sub-groups will meet or exceed the minimum benchmark for the writing strategies portion of the CST.

BARRIERS: Farragut Elementary School has very limited categorical funding. This impacts the number of Instructional Aides we can afford, the funding available to pay teachers for before and after school tutoring, and the funds to support additional materials and programs.

GOAL #2: MATHEMATICS

Kindergarten - Grade 1: Students will meet or exceed the district benchmark on the summative math assessment, including the Galileo Benchmark Assessments applicable to Grade 1.

Grades 2-5: All students within statistically significant sub-groups will meet or exceed the minimum benchmark for the Mathematics portion of the CST.

BARRIERS: Farragut Elementary School has very limited categorical funding. 2007-2008 was the first year of implementation of the Galileo Benchmark Assessment Program and teachers are just learning to effectively use the data generated from this system.

GOAL #3: ENGLISH LANGUAGE ARTS

Kindergarten - Grade 1: students will meet or exceed the district benchmarks for Language Arts including the Galileo Benchmark Assessments applicable to grade 1.

Grades 2 - 5: All students within statistically significant sub-groups will meet or exceed the minimum benchmark for the ELA portion of the CST

BARRIERS: Farragut Elementary School has very limited categorical funding. 2007-2008 was the first year of implementation of the Galileo Benchmark Assessment Program and teachers are just learning to effectively use the data generated from this system.

GOAL #4: SCIENCE

Kindergarten - Grade 1: Students will meet or exceed the district benchmarks for Science.

Grades 2 - 5: All students within statistically significant sub-groups will meet or exceed district benchmarks for science. Students in grade 5 will meet or exceed the minimum benchmark for the Science portion on the 5th grade CST.

BARRIERS: 2007-2008 was the first year of implementation of the Galileo Benchmark Assessment Program and teachers are just learning to effectively use the data generated from the system.

GOALS #5: ARTS EDUCATION

All students in grades Kindergarten through Fifth have access to and gain knowledge from the arts as a core curricular area. Kindergarten through Fifth Grade focus is on Visual Arts and Music. Dance and Drama components are infused into First, Fourth, and Fifth Grade curricula. Additional Arts experiences are available to all students through the after school enrichment program offered three times per year for grades K-5th.

VI. Planned Improvements In Student Performance

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

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

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Teachers will become familiar with the district assessments and rubrics. <ul style="list-style-type: none"> • Provide Staff Development to improve student achievement • Purchase instructional materials. • School wide monthly writing samples • After school tutorials • Parent education writing seminar • Computer lab programs 	ongoing	Materials, services, operations \$16,430.40		SI
Students will work with Instructional Aides in small groups to improve writing. <ul style="list-style-type: none"> • Provide each grade level with an Instructional Aide to work with small groups of low-performing students 	September to June	Instructional Aides \$36,601.38		SI
Develop home to school communication regarding grade level expectations and grade level standards for writing <ul style="list-style-type: none"> • Parent Education Nights on writing genres and rubrics 	September to June	N/A		N/A

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

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

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

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Mathematics Proficiency</p> <p>Kindergarten - Grade 1: Students will meet or exceed the district benchmark on the summative math assessment, including the Galileo Benchmark Assessment applicable for Grade 1.</p> <p>Grades 2-5: All students within statistically significant sub-groups will meet or exceed the minimum benchmark for the Mathematics portion of the CST.</p>	
<p>Student groups and grade levels to participate in this goal: Students in grade K-5 (significant focus on Socio-economically Disadvantaged and English Learner populations).</p>	<p>Anticipated annual performance growth for each group: Kindergarten - Grade 1: 95% of students will meet or exceed the district mathematics benchmark each year. 85% of SED and EL students will meet or exceed the district benchmark for mathematics each year</p> <p>Grades 2-5: 68% of students will meet proficiency on the mathematics portion of the CST by 2007-08 with an increase of 2% each year thereafter.</p> <p>English Learner (EL): 45% of EL students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2007-08 with an increase of 2% each year thereafter.</p> <p>Socio-economically disadvantaged: 45% of students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2007-08 with an increase of 2% each year thereafter.</p>
<p>Means of evaluating progress toward this goal: CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework</p>	<p>Group data to be collected to measure academic gains: CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework</p>

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
<p>Students performing below grade level standards will receive small group help</p> <ul style="list-style-type: none"> • Purchase instructional materials. • Provide Staff Development to improve student achievement • After school tutorial • Computer lab programs • Parent education night • Teachers focus on essential standards • Kinesthetic activities involving math standards • Grade level release time to help teachers with pacing 	Ongoing	<p>Instructional Aides \$36,601.38</p> <p>Instructional Materials and conferences \$16,430.40</p> <p>Maintenance Agreements/equipment \$9,000.</p>		SI
<p>Teachers will focus on key academic standards</p> <ul style="list-style-type: none"> • Provide Staff Development to improve student achievement • Purchase instructional materials. • School wide monthly grade level/cross grade level meetings • After school tutorials • Computer lab programs • Math pacing guides 	Ongoing	<p>Before & after school tutoring – teachers – extra duty \$9,000.</p>		AB1802
<p>Students working just below grade level (basic category) will be offered tutoring</p> <ul style="list-style-type: none"> • Provide after school tutoring to students just below grade level. 	January through March	<p>Before & after school tutoring – teachers – extra duty \$9,000.</p>		AB1802
<p>Students requiring early intervention at grades K & 1 will receive additional assistance through the help of an instructional aide in a small group setting.</p> <ul style="list-style-type: none"> • Provide grades K & 1 with an instructional aide to work with small groups of low-performing students. 	Ongoing	<p>Instructional Aides \$36,601.38.</p>		SI

<p>All students will improve in Math Facts</p> <ul style="list-style-type: none"> Teachers will implement Math Drills and opportunities to learn Math facts with automaticity 	Ongoing	Instructional Materials \$10,000.		SI
<p>Students in grades 4 & 5 will receive additional supplementary skill based & individualized lessons through Accelerated Math.</p> <ul style="list-style-type: none"> Supplementary materials purchased through Renaissance Learning. Staff development as provided by the Renaissance Learning company. Staff release time for loading software Hardware purchases Software purchases Parent education 	Ongoing	Instructional Materials \$10,000.		SI

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

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

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

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) English Language Arts Proficiency</p> <p>Kindergarten - Grade 1: students will meet or exceed the District benchmarks for Language Arts including the Galileo benchmark assessments applicable to grade 1.</p> <p>Grades 2 - 5: All students within statistically significant sub-groups will meet or exceed the minimum benchmark for the ELA portion of the CST</p>	
<p>Student groups and grade levels to participate in this goal: Students in grades K - 5 (significant focus on Socio-economically Disadvantaged and English Learner populations).</p>	<p>Anticipated annual performance growth for each group: Kindergarten - Grade 1: 90% of students will meet or exceed the district benchmarks for English Language Arts each year. 75% of SED and EL students will meet or exceed the district benchmarks for English Language Arts each year.</p> <p>Grades 2 - 5: 65% of students will meet proficiency on the English Language Arts portion of the CST by 2007-08 with an increase of 3% each year thereafter.</p> <p>English Learner (EL): 47% of EL students in grades 2-5 will meet proficiency on the English Language Arts portion of the CST by 2007-08 with an increase of 2% each year thereafter.</p> <p>Socio-economically disadvantaged: 47% of EL students in grades 2-5 will meet proficiency on the English Language Arts portion of the CST by 2007-08 with an increase of 2% each year thereafter.</p>
<p>Means of evaluating progress toward this goal: CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework</p>	<p>Group data to be collected to measure academic gains: CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework</p>

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
<p>Students performing at below grade level standards will receive assistance in small groups</p> <ul style="list-style-type: none"> Provide each grade level with an instructional aide to work with small groups of low-performing students. Purchase instructional materials. Provide Staff Development together and use data to improve instruction and improve student achievement After school tutorial Use the computer lab and classroom program Enforce Essential Agreement and Board Policy in regards to home reading 	September to June	Instructional aides \$36,601.38 Instructional Materials and conferences \$16,430.40		SI
<p>Students working at basic level (just below grade level) will be offered tutoring before and after school to enhance reading comprehension skills</p> <ul style="list-style-type: none"> Provide after school tutoring to students just below grade level. 	January through March	Before & after school tutoring - teachers extra duty \$9,000.		AB1802

Develop home-to-school communication regarding grade level expectations and standards <ul style="list-style-type: none"> • Parent workshops and written guidelines (by grade level) • Provide staff development on standards based instruction and data gathering and use through Galileo Benchmark Assessments 	September to June	N/A		N/A
Teachers will participate in professional development opportunities <ul style="list-style-type: none"> • Teachers will attend conferences • Teachers will present to other staff members via handouts, staff meetings, and/or grade level meetings 	September to June	Conferences \$6,430.40		SI

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Science Proficiency	
Student groups and grade levels to participate in this goal: All Grade 5 students	Anticipated annual performance growth for each group: 42% of all 5th graders will perform at Proficient or Advanced Levels on the Science portion of the California Standards Test, increasing by 5% each year thereafter. 40% of 5th grade English Learners (EL) will score at the Basic Level and 10% at the Proficient or Advanced Levels.
Means of evaluating progress toward this goal: CST Classwork Chapter and unit tests Teacher made quizzes	Group data to be collected to measure academic gains: CST Classwork Chapter and unit tests Teacher made quizzes

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁷⁾ Completion Date	Proposed Expenditures ⁽³⁸⁾	Estimated Cost	Funding Source
Purchase supplemental instructional materials	ongoing			SI
Enhance and expand library books and resources to support the curriculum	ongoing			Book Fair funds
School wide Science Fair	Annually - Spring			PTA

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

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

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

VI Planned Improvements in Student Performance (continued)

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

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Visual Arts Teacher will provide instruction in Arts education. Classroom Teachers will support and supplement her efforts <ul style="list-style-type: none"> • Curriculum development, mapping, planning • District provided Professional Development • Parent education • Arts committee members • Team teaching/planning • Staff expertise to train others • Staff sharing • Use technology to support arts education 	Ongoing	Supplemental curricular materials Arts materials and supplies		Unit budget/Booster Club funding
The Farragut staff will serve as the body by which arts education is overseen, curriculum planning is ongoing, and the program updated/evaluated. <ul style="list-style-type: none"> • Planning • Arts committee members • Parent education • Form and maintain business partnerships •Ongoing oversight, planning, & evaluation	Ongoing	Supplemental curricular materials Arts materials and supplies		Unit budget/Booster Club funding
Teachers will participate in staff development. <ul style="list-style-type: none"> • Team teach • Staff expertise to train others 	Ongoing	District run in-services and conferences		N/A

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

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

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Number Included	322	307	331	105	107	104	75	56	49	28	30	52
Growth API	819	860	842	862	906	879	780	822				907
Base API	818	816	858	872	860	902	770	778	822			
Target	A	A	A	A	A	A	1	5				
Growth	1	44	-16	-10	46	-23	10	44				
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes				

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Number Included	90	92	98	60	62	66	84	88	93	38	17	21
Growth API	754	799	774		798		733	784	757			
Base API	734	750	796	779		798	731	731	781			
Target	1	5	4				1	5	5			
Growth	20	49	-22				2	53	-24			
Met Target	Yes	Yes	No				Yes	Yes	No			

Appendix A - School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Annual Testers	917	859	791			
Percent with Prior Year Data	99.6%	92.4%	99.9%			
Number in Cohort	913	794	790	432	498	471
Number Met	585	414	511	173	170	221
Percent Met	64.1%	52.1%	64.7%	40%	34.1%	46.9%
NCLB Target	52%	48.7%	50.1%	31.4%	27.2%	28.9%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

Appendix A - School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	182	201	200	68	84	71	39	33	29	23	27	37
Percent At or Above Proficient	56.7	65.5	60.4	64.8	78.5	68.3	52.0	58.9	59.2	82.1	90.0	71.2
AYP Target	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	Yes

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	34	41	45	27	33	34	32	38	39	9	2	10
Percent At or Above Proficient	38.2	44.6	45.9	45.0	53.2	51.5	38.1	43.2	41.9	23.7	11.1	47.6
AYP Target	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**
Met AYP Criteria	Yes	Yes	Yes	-	Yes	Yes	Yes	Yes	Yes	-	-	-

= AYP Target for Elementary/Middle Schools (2006=24.4%), (2007=24.4%), (2008=35.2%)

*= AYP Target for High Schools (2006=22.3%), (2007=22.3%), (2008=33.4%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	100	100	100	99	100	100	100	100	100	100
Number At or Above Proficient	186	207	216	72	80	76	34	35	29	23	28	42
Percent At or Above Proficient	57.9	67.4	65.5	68.6	74.8	73.8	45.3	62.5	59.2	82.1	93.3	80.8
AYP Target	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	40	45	47	34	31	37	27	45	41	10	6	8
Percent At or Above Proficient	44.9	48.9	48.0	56.7	50.0	56.1	32.1	51.1	44.1	26.3	33.3	38.1
AYP Target	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**
Met AYP Criteria	Yes	Yes	Yes	-	Yes	Yes	Yes	Yes	Yes	-	-	-

= AYP Target for Elementary/Middle Schools (2006=26.5%), (2007=26.5%), (2008=37%)

*= AYP Target for High Schools (2006=20.9%), (2007=20.9%), (2008=32.2%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2007-2008										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					*****	***					1
1			8	62	5	38					13
2	2	14	5	36	5	36	1	7	1	7	14
3	1	10	1	10	6	60	1	10	1	10	10
4			4	57	3	43					7
5	1	17	3	50	2	33					6
Total	4	8	21	41	22	43	2	4	2	4	51

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
The following State and local assessments are used to improve student achievement and to inform and modify instruction:

Galileo Benchmark Assessments in Language Arts and Mathematics

STAR Test Data

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

Fluency assessments

District developed Math assessments (K-5th)

Teacher designed assessments (K-5th)

Johnston Spelling Inventory

Basic Phonics Skills Test (BPST)

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

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
Teachers use Galileo Benchmark Assessment Data to drive instruction and design intervention. Grade level teams examine data from Development Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given three times yearly in first through fifth grades. This data provides teachers with a probability of student success on the California Standards Tests administered each year in the late spring.

Staffing and Professional Development

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

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

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

Ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSA's), by DATA TOSA's, and by Beginning Teacher Support and Assessment personnel (BTSA TOSA's). The teachers who staff our Resource Specialist Program provide continuous support and suggestions to teachers to help students who are struggling in various areas of the curriculum.

8. Teacher collaboration by grade level (EPC)

At Farragut Elementary School the Physical Education program provides for a thirty minute daily (4 times per week) opportunity for teachers to collaborate across grade levels. Twice each month, the students participate in a one hour Physical Education class during which time the teachers of each grade level meet to collaborate on curricular areas, to examine data, and to plan unit lessons including intervention and enrichment. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate.

Teaching and Learning

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

All teachers across all grade levels at Farragut Elementary School adhere to the California Content Standards. All instructional materials are standards based, and in Social Studies and Science, the materials are from the recent State adoptions. Essential standards have been identified and are being taught across the grade levels. Benchmark assessments are administered three times each year to students in grades one through five. Kindergarteners are given other appropriate periodic assessments in English Language Arts and Mathematics. Benchmark assessment data is used to inform instruction and to determine intervention and enrichment needs.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

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

ENGLISH LANGUAGE ARTS:

Kindergarten - 90 minutes

First - Third Grade - 150 minutes

Fourth & Fifth - 120 minutes

MATHEMATICS:

Kindergarten - Fifth Grade - 45-60 minutes

ENGLISH LANGUAGE DEVELOPMENT:

Kindergarten - Fifth Grade - 20 minutes

11. Lesson pacing schedule (EPC)

The Culver City Unified School District pacing plans provide guidance and structure for delivering instruction in the essential California Content Standards in English Language Arts and Mathematics across all grade levels. Interim assessments are administered three times per year to gather data. That data is analyzed and then used to inform instruction for intervention and enrichment.

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

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

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

Students at Farragut Elementary School have available and use the following SBE-adopted and standards-aligned materials:

Open Court Reading 2002, including English Language Support Guide, Intervention Guide

McGraw-Hill Mathematics, including re-teach and enrichment

Scott Foresman Science

Houghton-Mifflin Social Studies

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. Peer tutoring, in the form of Buddy Reading, is arranged between Kindergarten and Fifth Grade classes and between Second and Fourth Grade classes. We hold a before/after school intervention for at-risk students each winter. The sessions are held two days per week for approximately 8 weeks. Students are given support in English Language Arts and/or Mathematics. Many classes have regular assistance from parent/grandparent volunteers. They read with students, drill and practice math facts, and generally help with follow up activities which support previous classroom instruction.
15. Research-based educational practices to raise student achievement at this school (NCLB)
Teachers throughout Culver City are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning deficiencies and identify areas for enrichment. The program we use is called Galileo and it provides periodic benchmark assessments which are used to drive instruction. Grade level teams regularly meet to collaborate and plan this instruction. Beginning in August of 2008, Administrators began working with Dr. Dennis Fox to develop the protocols. All teachers will continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies.
16. Opportunities for increased learning time (Title I SWP and PI requirement)
At Farragut Elementary School, opportunities for increased learning time are funded with School Improvement monies. The program we have in place is our before and after school intervention previously described.
17. Transition from preschool to kindergarten (Title I SWP)
This section is not applicable as we are not a Title 1 school.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
The following resources are available to the students of Farragut Elementary School:
Bell Choir (advanced and beginners)
Los Angeles Opera Company - 4th graders
Music Center Assemblies
Social skills group "Circle of Friends" for 3rd graders
Enrichment program/ Arts Technology/ Sports
Art instruction per individual class with an art teacher
Chess Test Tutors
School Families
Family Math and Science Night K-1st graders "Brain Gym"
Symphonic Jazz Orchestra
Artist's in Residence Training Program through the Music Center Education Division
Southern California Wolf Trap Program - administered by the Music Center Education Division
Fifth Grade Ballroom Dancing through the Physical Education program
Accelerated Reader Program for 4th and 5th graders
School wide Science Fair
Culver City Historical Society interpreters presenting local history to 4th graders
First Grade Square Dancing

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

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

English Learner's Advisory Committee

School Site Council

PTA

Farragut Fan Club

Parent Student Handbook

School website

Volunteer opportunities in classrooms, on field trips, and at school wide extra-curricular activities

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

N/A

Funding:

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Listed below are services provided by categorical funds that enable underperforming students to meet NCLB standards:

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

Discretionary Block Grant Funds AB 1802: Books, Instructional Supplies

ELAP: After School Tutoring Program, conferences and salaries for substitute teachers

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$53,031.78
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): AB 1802 ELAP	\$17,022.78 1,713.79
Total amount of state categorical funds allocated to this school	\$71,768.35

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

Total amount of state and federal categorical funds allocated to this school	\$71,768.35
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - Recommendations and Assurances (Farragut Elementary School)

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

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

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

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: January 21, 2009

Attested:

Barbara Brown

Typed name of school principal

Barbara Brown 1/21/09
Signature of school principal Date

Colleen Malone Engel

Typed name of SSC
chairperson

Colleen Malone Engel 1/21/09
Signature of SSC chairperson Date

Appendix E - Home/School Compact

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

Student Pledge:

The Student's Pledge

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

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

Student's Signature Date

Parents Pledge:

The Parent's Pledge

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

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

Parent's/Guardian's Signature Date

Staff Pledge:

The Teacher's Pledge

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

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

Teacher's Signature Date

Appendix F - School Site Council Membership: Farragut Elementary School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Barbara Brown	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nancy DeFelice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alicia Jackson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristian Knight	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tram Nguyen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ann Easley Bishop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mark Brush	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Melissa Lane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colleen Malone Engel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dina Wahlert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	4	0	5	

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

BOARD REPORT

2/24/09

14.2b

14.2b Approval is Recommended for Second Reading and Adoption of Revised Administrative Regulation and Board Policy 5144, Students – Discipline

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 revised Administrative Regulation and Board Policy on Students – Discipline is being presented for second reading and adoption.

RECOMMENDED MOTION: That the Board approve the revised Administrative Regulation and Board Policy 5144, Students – Discipline.

Moved by:

Seconded by:

Vote:

DISCIPLINE

Site-Level Rules

Rules for student discipline shall be developed at each school site. **In developing site-level disciplinary rules, the school shall solicit the participation, views and advice of one representative selected by each of the following groups: (Education Code 35291.5)**

1. **Parents/guardians**
2. **Teachers**
3. **School administrators**
4. **School security personnel**
(cf. 3515.3 – District Police/Security Department)
5. **For middle and high schools, students enrolled in the school**

Each school shall file a copy of its rules with the Superintendent or designee, and filed with the district office. These rules shall be adopted jointly by the principal or designee and a representative selected by classroom teachers employed at the school. The views of administrators, teachers, security personnel, parents/guardians and secondary school students shall be obtained when the rules are developed. The rules shall be consistent with law, Governing Board policy and district regulations. They shall be revised as necessary and shall undergo the site level review and adoption process at least every four years. (Education Code 35291.5) Each school shall review its site-level discipline rules at least every four years. It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5) Disciplinary strategies provided in Board policy, regulation and law may be used in developing site-level rules. These strategies include but are not limited to:

1. **Referral of the student for advice and counseling**
(cf. 6164.2 – Guidance/Counseling Services)
2. **Discussion or conference with parents/guardians**
(cf. 5020 – Parent Rights and Responsibilities)
(cf. 6020 – Parent Involvement)
3. **Recess restriction**
4. **Detention during and after school hours**
5. **Community service**
6. **Reassignment to an alternative educational environment**
(cf. 6158 – Independent Study)
(cf. 6181 – Alternative Schools)
(cf. 6184 – Continuation Education)
(cf. 6185 – Community Day School)

DISCIPLINE (continued)

7. **Removal from the class in accordance with Board policy, administrative regulation and law**
8. **Suspension and expulsion**
(cf. 5144.1 – Suspension and Expulsion/Due Process)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))

All avenues of discipline provided in policy, regulation and law may be used in developing site level rules. These include but are not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and expulsion.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49000, 49001)

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to district property **or to obtain possession of weapons or other dangerous objects within the control of the student.**

(Education Code 49000, 49001)

(cf. 4158/4258/4358 – Employee Security)

(cf. 5131.7 – Weapons and Dangerous Instruments)

Community Service

~~Except when suspension or expulsion is required by law, the Superintendent, principal or principal's designee, at his/her discretion, may require a student to perform community service on school grounds during non-school hours instead of imposing other disciplinary action. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs. (Education Code 48900.6)~~

Recess Restriction

Certificated staff may restrict a student's recess time ~~under the following conditions~~ when he/she believes that this action is the most effective way to bring about improved behavior, **subject to the following conditions:**

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.

DISCIPLINE (continued)

2. The student shall remain under a certificated employee's supervision during the period of restrictiondetention.
3. Teachers shall inform the principal of any recess restrictions they impose.

Detention After School

Students may be detained **for disciplinary reasons** for up to one hour after the close of the maximum school day under the following conditions: **(5 CCR 353)**

1. A student who is transported by school bus shall be detained only until the time when the bus departs. (Code of Regulations, Title 5, Section 307, 353)
2. A student who is not transported by school bus shall be detained only after his/her parent/guardian has been notified of the day and amount of time involved.
3. ~~The student~~ **Student** shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 – weekend/Saturday ~~C~~classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal or principal's designee may, at his/her discretion, require a student to perform community service on school grounds, or with written permission of the student's parent/guardian off school grounds, during nonschool hours. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension pursuant to this section. (Education Code 48900.6)

Notice to Parent/Guardians and Students

The principal of each school shall ensure that students and parents/guardians are notified in writing of all Board policies, administrative regulations and individual school rules

Students

AR 5144(d)

DISCIPLINE (continued)

related to discipline at the beginning of each school year. Transfer students and their parents/guardians shall be so advised upon enrollment.

(Education Code 48980)

(cf. 5145.6 –Parental Notifications)

~~The notice shall state that these rules and regulations are available on request at the principal's office in all district schools.~~

Regulation

CULVER CITY UNIFIED SCHOOL DISTRICT

Reviewed:

Culver City, California

February 3, 1998

Regulation

Reviewed:

February 10, 2009

Regulation

Reviewed and Adopted:

February 24, 2009

DISCIPLINE

The Governing Board desires to prepare youth **students** for responsible citizenship by fostering self-discipline and personal responsibility. ~~The Board perceives that good planning, a good understanding of each child, and parent involvement can minimize the need for discipline. Teachers shall use positive conflict resolution techniques and avoid unnecessary confrontations. When misconduct occurs, staff shall make every effort to identify and correct the causes of the student's behavior.~~ **The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.**

(cf. 5020 – Parent Rights and Responsibilities)

(cf. 5137 – Positive School Climate)

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.9 – Hate-Motivated Behavior)

(cf. 6020 – Parent Involvement)

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

(cf. 5131 – Conduct)

(cf. 5131.1 – Bus Conduct)

Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, color or sex.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. ~~In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. Continually disruptive students may be assigned to alternative programs or removed from school, in accordance with the law, Board policy and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.~~

Pursuant to Education Code 48904 and Civil Code 1714.1, parents/guardians are liable for the willful misconduct of their minor children that results in damages to school property or the injury or death of a district student, employee or volunteer.

(cf. 0450 – Comprehensive Safety Plan)

(cf. 3515 – Campus Security)

(cf. 3515.3 – District Police/Security Department)

(cf. 3515.4 – Recovery for Property Loss or Damage)

(cf. 4158/4258/4358 – Employee Security)

DISCIPLINE (continued)

~~(cf. 5131 – Conduct)~~

(cf. 5136 – Gangs)

~~(cf. 5142 – Safety)~~

(cf. 5144.1 – Suspension and Expulsion/Due Process)

(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities)

(cf. 6159.4 – Behavioral Interventions for Special Education Student)

~~(cf. 6164.5 – Student Study Teams)~~

(cf. 6164.5 – Student Success Teams)

(cf. 6184 – Continuation Education)

(cf. 6185 – Community Day School)

Staff shall enforce disciplinary rules fairly, consistently and without discrimination.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

(cf. 5145.3 – Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

Legal Reference:

CIVIL CODE

1714.1 Parental liability for child's misconduct

EDUCATION CODE

32280-32288 School safety plans

35146 Closed Sessions

35291 Rules

~~35291.5 School-adopted discipline rules~~

35291.5-35291.7 School-adopted discipline rules

~~35291.7 School-adopted discipline rules: additional employees~~

37223 Weekend classes

~~44807.5 Restriction from recess for disciplinary purposes~~

~~48630-48644.5 Opportunity schools~~

~~48900-48925-6 Suspension and expulsion~~

~~48980-48985 Notification of parents or guardians~~

~~49000-49001 Prohibition of corporal punishment~~

~~49330-483345 Injurious objects~~

Students

BP 5144(c)

DISCIPLINE (continued)

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

Management Resources

CDE PROGRAM ADVISORIES

~~1023.88 Corporal Punishment, CIL 89/9-3~~

~~1110.89 Physical Exercise as Corporate Punishment, CIL 89/9-3~~

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

1010.89 Physical Exercise as Corporal Punishment, CIL 89/9-3

1223.88 Corporate Punishment, CIL: 88/9-5

WEB SITES

CDE: <http://www.cde.ca.gov>

USDOE: <http://www.ed.gov>

Policy

Adopted:

February 3, 1998

Policy

Reviewed:

February 10, 2009

Policy

Reviewed and Adopted:

February 24, 2009

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California

14.3a Authorization for the District to Pursue a Parcel Tax

A parcel tax is a foundational method for local voters to provide Culver City Unified School District with significant revenues that are controlled locally and utilized for local purposes. The important local revenue stream that is generated from a parcel tax can be especially helpful to make up for lost revenues caused by issues such as inadequate state funding, declining enrollment and other challenges that school districts face. A parcel tax requires a two-thirds voter approval.

The process of pursuing a parcel tax generally includes the following distinct phases:

- Phase I – a feasibility study, including early public education;
- Phase II – ballot measure planning and preparation;
- Phase III – the campaign; and
- Phase IV – post-election communication.

Phase I work includes: 1) evaluating the strategic, political and electoral viability of a school parcel tax, including what levels of taxation voters may be willing to support; 2) determining what exactly voters and key community stakeholders value among the District's educational programs; 3) determining if voters will support a parcel tax to help fund those programs; 4) determining acceptable tax rates; and 5) identifying and developing strategies for electoral success.

RECOMMENDED MOTION: That the Board of Education authorize staff to take the necessary actions to determine the feasibility of pursuing a parcel tax for Culver City Unified School District.

Moved by:

Seconded by:

Vote:

14.3b Approval of Budget Cuts

The Board of Education is aware that expenditure reductions of at least \$3.7 million must be implemented for the 2009-10 fiscal year in order for the District to maintain a balanced budget as required by oversight agencies. The items on the Proposed Budget Reduction List were compiled from previous years' lists as well as current stakeholder input from the community, school sites, bargaining units, district administration, the Community Budget Advisory Committee (CBAC) and the Board of Education. The expenditure reductions are classified in the following categories: 1) District Office Savings; 2) Site/Department Savings; 3) Miscellaneous Items; and, 4) Negotiable Items. CBAC has prioritized the items utilizing a ranking system which uses the score of "1" as the highest priority reduction.

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District identify and approve from the Proposed Budget Reduction List current year expenditure reductions in order to build the 2008-09 ending fund balance, as well as multi-year expenditure reductions for the 2009-10 fiscal year.

Moved by:

Seconded by:

Vote:

BOARD REPORT

14.4a Approval is Recommended for Resolution #15-2008/2009 (HR), Regarding Layoff/Reduction of Classified Vacant Position

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

RECOMMENDED MOTION: It is recommended that the Board approve Resolution #15-2008/2009 (HR), authorizing the reduction of one classified position.

Moved:

Seconded by:

Vote:

**RESOLUTION #15-2008/2009 (HR), REGARDING LAYOFF/REDUCTION OF CLASSIFIED
VACANT POSITION**

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

<u>Position</u>	<u>No. Affected</u>	<u>IMPACT</u>
Instructional Assistant – Child Development, 21 hours per week, school year	1	Reduce to 16.5 hours per week, school year

BE IT FURTHER RESOLVED by the Governing Board as follows:

1. That due to a lack of funds and/or lack of work, the number of classified employees and the amount of service rendered shall be reduced and/or discontinued as specified above, pursuant to Education Code Section 45308.
2. That said reduction shall become effective on February 25, 2009, subject to negotiations to the extent required by law.

Adopted by the Governing Board of the Culver City Unified School District on February 24, 2009, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

Clerk, Governing Board of the
Culver City Unified School District

2/24/09
14.4b

BOARD REPORT

14.4b Approval is Recommended for Resolution #16-2008/2009 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by Certificated Employees

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

In order to meet notification deadlines for certificated personnel, the Board must act to direct the Superintendent or designee to determine which employees are to receive notice of layoff as a result of the reduction or discontinuance of particular kinds of service(s). The Superintendent or designee will follow applicable Education Codes and Board Policies in issuing appropriate notices to specific personnel on or before March 15, 2009.

This Resolution relates to the reduction or discontinuance of particular kinds of certificated service by 43.7 FTE.

RECOMMENDED MOTION: It is recommended that the Board of Education Approve Resolution #16-2008/2009 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by Certificated Employees.

Moved by:

Seconded by:

Vote:

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

RESOLUTION NO. 16

REDUCTION OR DISCONTINUANCE OF PARTICULAR KINDS OF SERVICE

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

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

WHEREAS, it is the opinion of this Board that the following particular kinds of service be reduced or discontinued for the 2009-2010 school year:

1. AB 1802 academic counseling services	2.0
2. At-risk behavioral counseling services	1.0
3. Academic counseling secondary services	2.0
4. BTSA teachers on special assignment services	3.6
5. EETT teachers on special assignment services	4.0
6. Testing coordinator teacher on special assignment services	1.0
7. ELD teachers on special assignment services	2.0
8. Middle school reading specialist services	1.0
9. Middle school introduction to algebra services	1.0
10. Middle school math intervention services	1.0
11. Middle school reading intervention services	0.6
12. Middle school ELD coordinator services	0.4
13. Middle school ELD teaching services	0.6
14. Middle school math teaching services	1.4
15. Middle school language arts teachings services	1.0
16. Middle school art teaching services	1.0
17. Middle school special day class teaching services	1.0
18. High school English teaching services	2.0
19. High school math teaching services	1.0
20. High school ELD teaching services	0.6
21. High school ELD coordinator services	0.4
22. High school physical science teaching services	1.0
23. High school speech pathologist services	0.6
24. High school special day class teaching services	1.0
25. Middle school/high school in school suspension services	1.0
26. Elementary K-3 classroom teaching services	8.0
27. Elementary 4-5 classroom teaching services	3.0
28. Independent Study teaching services	0.5

WHEREAS, it is the opinion of this Board that it is necessary by reason of the aforementioned reductions of service to decrease the number of certificated employees by the equivalent of 43.7 FTE employees for the 2009-2010 school year;

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

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

NOW, THEREFORE, BE IT RESOLVED, by the Governing Board of the Culver City School District, that for the 2009-2010 school year, the particular kinds of services to be provided by said District shall be and hereby are reduced to the extent hereinabove set forth.

BE IT FURTHER RESOLVED that due to the reduction or discontinuance of particular kinds of services set forth above, the legal number of employees of the District, pursuant to Education Code Section 44955, not be reemployed for the 2009-2010 school year.

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

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

The foregoing Resolution was adopted by the Governing Board of the Culver City Unified School District on the 24th day of February, 2009 by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

President, Governing Board of the
Culver City Unified School District

I, _____, Clerk of the Governing Board of the Culver City Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on February 24, 2009.

Clerk, Governing Board of the
Culver City Unified School District

2/24/09
14.4c

BOARD REPORT

14.4c Approval is Recommended for Resolution #17-2008/2009 (HR), Regarding Determination for Seniority Among Certificated Employees with the Same Seniority Date (“Tie-Breaker Resolution”)

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

RECOMMENDED MOTION: It is recommended that the Board of Education approve Resolution #17-2008/2009 (HR), Regarding Determination of Seniority Among Certificated Employees with the same Seniority Date (“Tie-Breaker Resolution”)

Moved by:

Seconded by:

Vote:

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

RESOLUTION NO. 17

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

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

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

NOW, THEREFORE, BE IT RESOLVED, as follows:

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

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

permanent credential such as, and in order of preference: a) a preliminary credential or, b) and internship credential;

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

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

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

The foregoing Resolution was adopted by the Governing Board of the Culver City Unified School District on the 24th day of February, 2009 by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

President, Governing Board
Culver City Unified School District

I, _____, Clerk of the Governing Board of the Culver City Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its special meeting held on February 24, 2009.

Clerk, Governing Board
Culver City Unified School District

15.1 Discussion Regarding Nominees for the 2009 CSBA Delegate Assembly Election

The Board will discuss nominations for the 2009 California State Boards Association Delegate Assembly.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No Later Than **MONDAY, MARCH 16, 2009**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2009 DELEGATE ASSEMBLY BALLOT
REGION 24
(Los Angeles County)

Number of vacancies: 6 (Vote for no more than 6 candidates)

Delegates will serve two-year terms beginning April 1, 2009 – March 31, 2011

**denotes incumbent*

- | | |
|--|--|
| <input type="checkbox"/> Jan Baird (South Whittier SD) | <input type="checkbox"/> Timothy J. Schneider (Whittier Union HSD) |
| <input type="checkbox"/> Sonya S. Cuellar (Paramount USD)* | <input type="checkbox"/> Arlene Staich (Redondo Beach USD) |
| <input type="checkbox"/> David Montgomery (ABC USD) | <input type="checkbox"/> Ana Valencia (Nowalk-La Mirada USD)* |
| <input type="checkbox"/> Joseph Rivera (El Rancho USD)* | <input type="checkbox"/> Trina L. Williams (Inglewood USD) |

Provision for Write-in Candidate Name School District/COE

Provision for Write-in Candidate Name School District/COE

Provision for Write-in Candidate Name School District/COE

Provision for Write-in Candidate Name School District/COE

Signature of Superintendent or Board Clerk

TITLE

School District/COE Name

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



CSBA 2009 Delegate Assembly Biographical Sketch Form

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted. An electronic copy of this form is available on our web site at <http://www.csba.org/AboutCSBA.aspx>.

<i>SOUTH WHITTIER SCHOOL DISTRICT</i>		
Name: <i>Jan Baird</i>	Contact Phone Number: <i>(562) 944-9308</i>	E-mail Address: <i>jsbaird@aol.com</i>
School District or COE Name	Years on board: <i>5 Years</i>	ADA
CSBA Region/Subregion: <i>241</i>	Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate?

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

I have lived in the South Whittier School District area for over 20 years. I became very active in PTA, serving as PTA President at the elementary, junior high and high school levels. My three children attended local public schools and now have gone on to graduate from college.

In my five years on the school board I have served as clerk, vice-president and president. I have also served as representative to the Trustee Review Committee of the Pupil Transportation Cooperative and am currently on the Expulsion Review Hearing Committee. My primary goal is to have a good working relationship with my fellow board members and a strong focus on student performance.

Please describe any other education-related activities/involvement.

I took on the role of co-chairman of a school bond initiative, Measure W, in 1998. This bond passed, providing the district with new infrastructure, restrooms and classroom renovations and a new gymnasium and student quad at Graves Middle School.

In 2004 I co-chaired a second bond initiative, Measure I, which funded satellite library/media centers at all the elementary schools and electrical, security and safety upgrades.

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

I am currently serving as the Government Relations Chair and the Federal Government Relations Chair for my area. Even prior to this, I have regularly lobbied legislators and monitored their voting records on educational matters.

I want to serve as a CSBA Delegate to further my commitment to my role as a school board member and my ability to serve the needs of the children of the South Whittier School District.

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

Jan Baird
Signature

12/28/08
Date



CSBA 2009 Delegate Assembly Biographical Sketch Form

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

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Sonya S. Cuellar	562-630-5754	scuellar@paramount.k12.ca.us
Name	Contact Phone Number	E-mail Address
Paramount Unified School District	7	16,000
School District or COB Name	Years on board	ADA
CSBA Region/Subregion 24	Are you a Continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? 4 years

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

I have served as Vice President and currently serving as President for my local school board. I have been an active member of the Reading First Committee and an advocate for local learning centers. I am extremely interested in assuring that our students have quality instruction. I am able to see this for myself as I visit classrooms and attend events.

Please describe any other education-related activities/involvement.

I currently serve as an Elementary School Principal that keeps me abreast of educational issues which assists with my service to the local school community. I have also served as a classroom teacher, Literacy Specialist, and staff development provider. These experiences help me make informed decisions which positively impact instructional programs.

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

For the past seven years, I have attended the annual CSBA Conference. Also, through my experience with my local school district, I have had the opportunity to see how CSBA influences and affects school districts. If reelected, I would be dedicated in my service and utilize my educational experiences to impact educational policies and ensure quality education for all.

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

Sonya Cuellar
Signature

December 29, 2008
Date

SONYA S. CUELLAR

EDUCATION

Master of Arts in Educational Administration
California State University, Los Angeles

Bachelor of Arts in Liberal Studies
California State University, Dominguez Hills

Associate of Arts in General Education
Cerritos Community College

CREDENTIAL/CERTIFICATE

Preliminary Administrative Service Credential
Clear Professional Multiple Subject Credential
English Supplemental Credential
Reading Recovery
California Early Literacy Learning Coordinator
Extended Literacy Learning Coordinator

EMPLOYMENT

Aug. 2003 – Present	Little Lake City School District Elementary School Principal
Sept. 1999 – Aug. 2003	Little Lake City School District Literacy Coordinator/Coach
Nov. 1997 – Sept. 1999	Paramount Unified School District Literacy Teacher
Jan. 1990 – Nov. 1997	Paramount Unified School District Classroom Teacher

COMMUNITY INVOLVEMENT/MEMBERSHIPS

2001 – Present	Board of Education – Paramount Unified School District
2003 – 2004	President, Board of Education – Paramount Unified S. D.
2002 – 2003	Vice President, Board of Education – Paramount Unified S.D.
	Member of Parent – Teacher Association
	Member of California School Board Association
	Member of Los Angeles County School Trustee Association
	Member of Reading First Committee
	Member of California Reading Association
	Member of International Reading Association
	Member of Association of California Schools Administrator

CSBA ACTIVITIES

Attended CSBA Conference in San Diego, 2001
Attended CSBA Conference in San Francisco, 2002
Attended CSBA Conference in San Diego, 2003
Attended CSBA Conference in San Francisco, 2004



CSBA

2009 Delegate Assembly Biographical Sketch Form

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted. An electronic copy of this form is available on our web site at <http://www.csba.org/AboutCSBA.aspx>.

David Montgomery	562.926.5566 ext. 21162	d1mabc@hotmail.com
Name	Contact Phone Number	E-mail Address
ABC Unified School District	16	20,793
School District or COE Name	Years on board	ADA
CSBA Region/Subregion <u>24</u> / _____	Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? _____

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

I have been a board member in ABC for over 16 years. I have held many positions of leadership on the board including three terms as president. Under my leadership the district has forged a unique and productive Partnership with our local teachers' union, the American Federation of Teachers. This Partnership has enjoyed national and international acclaim. In addition ABC is an active member of the Arts for All Project that provides high quality arts experiences to every student in the district. ABC is the first district in the nation to commit all 29 schools to the Alliance for a Healthier Generation, which joins our district with the Clinton Foundation and the American Heart Association to combat childhood obesity. Finally, we have joined with one of our local cities to create multi-million dollar joint project that will generate substantial revenue to our district for the next 55 years.

Please describe any other education-related activities/involvement.

In addition to being an ABC board member, I am currently a Trustee on the Board of the Southeast Regional Occupational Program (ROP) and have recently been elected as their president for the third time. Our ROP provides a wide array of courses designed to provide a highly academic program for our high school students to explore career and technical education. I have served one term on the Los Angeles County School Association. My district also sponsors our local School Community Task Force. The School Community Task Force is made up of ABC administrators, local law enforcement, probation department, local courts, private schools, the cities we serve, and community-based organizations to foster communication and coordination of services. ABC serves in a position of leadership on the Association of Low Wealth School Districts. ABC has 10 magnet schools and the highest number of California Distinguished Schools in the district's history.

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

I have attended CSBA conventions for over a decade. We have won a CSBA Golden Bell Award for six of the last seven years and our superintendent has been a CSBA Golden Bell judge for three years. My district has presented many times at the Convention, including the last CSBA Convention in San Diego. I have a keen interest in statewide educational issues and I am closely connected with local assembly member, state senator, and county supervisor. In addition, my district has a strong working relationship with Congresswoman Linda Sanchez. I have vast experience to offer school boards throughout California. I have provided mature leadership through past turbulent times. With my strong relationships with employee groups, local government agencies, community-based organizations, and my personal relationships with local elected officials, I believe I can assist California school boards as they face our current challenges.

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

David Montgomery
Signature

12/18/08
Date



CSBA 2009 Delegate Assembly Biographical Sketch Form

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

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

Name Joseph Rivera	Contact Phone Number 562/214-0074	E-mail Address Rivera4kids@msn.com
School District or COE Name El Rancho Unified School District	Years on board - 3.5	ADA 11,000
CSBA Region/Subregion - 24	Are you a continuing Delegate? X-Yes	If yes, how long have you served as a Delegate? 1.5

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

This past year, our school district faced significant challenges with regard to declining student enrollments, shrinking revenue and mid-year budget cuts from the State. These set of issues have created a challenging situation that continues to challenge our district to this very day. Nevertheless, as a Board Member, I have continuously worked diligently towards problem-solving such challenges and to make decisions that were in the best interest of our school district.

As an educator, I continue to value high quality schools that reflect high standards and academic achievement for our community. I actively promote best practices in the area of curriculum and instruction in order to strengthen student learning and achievement in our district. I have worked towards removing barriers to learning while supporting academic excellence into the classroom. Parent and school involvement play a vital role towards student achievement. As a result, school and district activities have been implemented to create greater communication and strengthen parent involvement at their local schools.

Please describe any other education-related activities/involvement.

As an active member in my community, I continue to serve as an Advisory Board Member to various community-based organizations. Additionally, I continue to serve as a Region Director with the Los Angeles County School Trustees Association.

In addition to serving as a School Board member, I am a career educator that brings over 27 years of hands-on working experience in the public school system as a teacher, school psychologist and school administrator.

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

As a member of the Delegate Assembly, I had the opportunity to participate and dialogue on educational issues at the Delegate Assembly meeting in Sacramento. Also, on CSBA Legislative Day, I had the opportunity to support and promote legislative items endorsed by CSBA. These experiences have allowed me to interact more closely with my local legislative officials and be able to lobby on issues of education. More importantly, these experiences have furthered my interest in the legislative process and the formation of educational policy.

My interest in continuing to serve on the Delegate Assembly is to continue to bring my hands-on experience as an educator to contribute and help shape the policy platform to advocate for school districts and the needs of the students they serve.

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

Joseph Rivera
Signature

1/5/09
Date



CSBA 2009 Delegate Assembly Biographical Sketch Form

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted. An electronic copy of this form is available on our web site at <http://www.csba.org/AboutCSBA.aspx>.

Timothy J. Schneider	(562) 698-8121, x1001	td.schneider@verizon.net
Name	Contact Phone Number	E-mail Address
Whittier Union High School District	18 South Whittier 1 Whittier Union	13, 472
School District or COE Name	Years on board	ADA
CSBA Region/Subregion 24/	Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? _____

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

I have lived and worked in Whittier my whole life. All of my involvement and interests have centered on the needs of our community's young people. I was a Trustee of the South Whittier Elementary School District for 18 years, and I am currently a Trustee for the Whittier Union High School District. I have been an active member in the Whittier Area School Trustee's Association and the Los Angeles County School Trustees Association for 19 years. I have been a member of the Trustee Review Committee for the Pupil Transportation Association for many years.

Please describe any other education-related activities/involvement.

I am a fourth grade teacher in the Whittier City Elementary School District. I have been a member or officer in the Parent/Teacher Association for over 25 years. I have served on numerous committees over the past 25 years. Many of these committees dealt with School Site and District boundaries, student attendance, school budget priorities, student drug and gang prevention activities. I have been involved with the Y.M.C.A. youth programs, Little League and Youth Soccer.

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

I have been an active member of California School Boards Association for over 19 years. I have attended the yearly State Conferences on a regular basis, and taken part in many California School Boards Association informational and training sessions. I have been an active member of the National School Boards Association for over 19 years, and I have attended the yearly conferences on a regular basis. My active involvement in the California School Boards Association has enabled me to expand my knowledge and involvement in educational issues.

I am interested in serving as a California School Boards Association Delegate so that I may work with fellow School Board members to advocate for our students' interests on a different level.

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

Timothy J. Schneider
Signature

12/16/08
Date

TIM SCHNEIDER
TRUSTEE OF THE WHITTIER UNION HIGH SCHOOL DISTRICT
RESUME

I have lived in Whittier my whole life. I served 18 years as a Trustee on the Board of the South Whittier Elementary School District, and since 2007, I have been a Trustee on the Board of the Whittier Union High School District.

I have been married for forty years. We have two adult children and two grandchildren, who are or will be attending schools in our local Districts. Our children both graduated from local elementary schools, high schools and colleges. Our son is a teacher and coach at Whittier High School, and our daughter is in business in the Whittier area.

I graduated from Whittier High School in 1964 and from UCLA in 1968 with a Bachelor of Arts Degree in Political Science.

I served honorably in the Army Infantry from 1969 to 1971. After returning from Vietnam, I earned a Juris Doctor Degree from Southwestern University. I earned a Multiple Subject Teaching Credential from Whittier College.

I am a fourth grade teacher in the Whittier City Elementary School District. I teach at the same elementary school that I attended as a child.

I have been involved in the PTA, YMCA, youth soccer and little league. I have also been involved in many educational areas such as school/district budget priorities, attendance boundaries, student drug and gang prevention.

I have been an active member of the California School Boards Association and National School Boards Association for 19 years. I have attended the yearly conferences on a regular basis, and I have also attended many of the California School Boards Association and National School Boards Association informational and training sessions.

My professional responsibilities as a teacher, and my community service as a parent and school board member have always focused on the needs of our community's youth.



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Arlene Staich	(310) 316-2252	arrscreen@aol.com
Name	Contact Phone Number	E-mail Address
Redondo Beach Unified School District	5.5 years	8135
School District or COE Name	Years on board	ADA
CSBA Region/Subregion 24 /	Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? _____

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

From 2003-2005, I served as President of the Redondo Beach School Board. I have been involved, for the past 3.5 years, in updating District policies, including the development of the District Wellness Policy. I have been involved with numerous District sub- committees such as Student to Student Harassment Prevention, District Strategic Planning and the Alcohol and Drug Prevention task force.

From 2005- present, I have represented the Redondo Beach Unified School District on the So Cal ROC Board of Education, serving as its president from 2006 to 2007. I have been helping to provide students with greater opportunities to receive ever expanding and relevant Career and Technical Education.

I am interested in the education of the whole child. This includes academic, physical fitness, social and nutritional improvement. I believe in quality teacher retention and a quality staff development program for all. Accountability of all district programs is essential to the delivery of a top notch educational program to the students.

I continually seek alternative school funding sources to off set inconsistent State funding of education. The District recently passed a \$145 million facilities bond with the help of teachers and communities members.

Prior to serving on the Board of Education in Redondo Beach, I was a PTA president and treasurer, President of the South Bay Council PTA and President of the Manhattan Beach Teacher Association. This involvement has included advocacy trips to Sacramento.

Please describe any other education-related activities/involvement.

My 26 years experience as a teacher has helped me understand the many concerns students, teachers and administrators face daily. I was on the high school site counsel and science department chairperson. I was coach of the Academic Decathlon for 6 years and the coach of Science Olympiad for 3 years.

I have been a member of the Redondo Beach Round Table along with the Superintendent of Schools since 2005. The Round Table is a group of selected community members, elected officials and business members which help provide a communication link between all aspects of the City of Redondo Beach. The Round Table selects project to accomplish that will better the City as a whole.

I was on the executive Board of the Redondo Beach Education Foundation as treasurer from 2005- 2008. This group raised thousands of dollars to help provide the children in the District with music, technology and intramural sports.

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

I am a graduate of the CSBA Masters in Governance courses. I have attended annual CSBA conference along with other CSBA classes on budgeting, Superintendent and Board Self- Evaluation, Proposition 39, the Brown Act, and Special Education to name a few. As a CSBA Delegate, I would be able to expand my responsibilities and become a stronger advocate for the California School Boards Association activities and causes. I will work hard to improve the learning opportunities for all students through development of policies that are effective and useful.

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

Arlene Staich
Signature

1-4-2009
Date

ARLENE STAICH

Board Member of the Redondo Beach Unified School District

Education:

- Bachelor of Science from Eastern Michigan University, Ypsilanti, Michigan in Mathematics & Physics - 1964
- Extension Courses at UCLA in Physics, Mathematics and Computer Science leading to a California Life Time Standard Secondary Credential in Mathematics and Physics – 1967

Work Experience:

- 2003 – to present—Redondo Beach Board of Education Member
- 2005 – to present – Southern California Regional Occupational Center Board of Education Member
- 2006 – 2007 – President of the Southern Calif. Regional Occupation Center Board
- 2002 – 1998 Science Department Chairperson, taught Physics, Algebra, and Physical Science
- 1998 – 1985 , 1969 – 1973 Teacher of Physics and Mathematics
- 1968- 1969 Mattel Toy Company Statistician
- 1967 – 1968 Teacher of all Mathematics at Yeshiva University High School, Los Angeles
- 1964- 1967 Teacher of Mathematics at Corona High School, Corona, CA

Public Service:

- PTA President, Vice President, Treasurer. PTA South Bay Council President 1987-1990
- Girl Scouts: Brownie Leader 1976-1980, Neighborhood Cookie Chairperson 1980- 1984
- St. Katherine Greek Orthodox Church : Sunday School Teacher – 1976-1988, Sunday School Director 1988-1997
- Redondo Beach Schools: Co-Chair of High School Grad Night 1993, Chairperson “Caught in the Middle” Committee, First Chairperson for Unification of K-12 in Redondo Beach 1991-1992
- President of the Manhattan Beach Teachers Association 1997-1999
- Member – Leadership Redondo Class of 2005
- Member – Redondo Beach Round Table 2005- present
- Member of Board of Redondo Beach Education Foundation as Treasurer 2005- 2008
- Member of Parish Council at St. Katherine Greek Orthodox Church 2001 – present
- CSBA Masters in Governance 2005
- District Policy Committee 2003 -2007
- Redondo Beach School District Wellness Policy Committee – 2005- 2006
- Redondo Beach School District Student to Student Harassment Committee- 2007
- Redondo Beach School District Alcohol and Drug Task force 2008

Arlene Staich

Signature

1-4-2009
Date



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Ana Valencia	(562) 868-0431 ext. 2203	avaler5@aol.com
Name	Contact Phone Number	E-mail Address
Norwalk-La Mirada Unified School District	7	21,347
School District or CDE Name	Years on Board	ADA
CSBA Region/Subregion 24/	Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? 5 1/2 years

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

Instrumental in non-passage of anti-education propositions since 2000. Supportive of Board Literacy Goal. My interests also include vocational education for those who do not want the traditional college track, college prep courses, English Language Learners, and fixing the NCLB Act.

Please describe any other education-related activities/involvement.

As a member of the CTA State Council on Education, I continue to review and vote on educational legislation that will affect school districts throughout California. I organized and formed the CTA School Board Caucus where educators who are CTA members and serve on school boards have a voice in CTA and meet to discuss issues of interest. I also currently serve as a CTA Service Center Chairperson for my local Association - UTLA/NEA.

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

It is truly a privilege to serve on Delegate Assembly. I take my job seriously and feel that it is strong leadership and up-to-date information that are key in making things happen throughout our districts. As a Delegate Assembly member, I continue to work with my peers to strengthen our region's voice for CSBA, as well as vote for strong, caring and innovative CSBA leaders.

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

Ana Valencia
Signature

1/5/09
Date

Ana M. Valencia
Biographical Sketch
For CSBA Delegate Assembly – Region 24
Seeking Fourth Term

PERSONAL DATA

10925 Maza Street
Norwalk, California 90650
(562) 864-1415
E-mail: avalen5@aol.com

B.A. in Sociology from CSULA, Teaching Credential from National University

NORWALK-LA MIRADA BOARD OF EDUCATION

Elected November 2001,
Re-Elected November 2005
Currently Board Vice-President

Active Member in California School Board Association:

CSBA Delegate Assembly, 2003-Present
CSBA Trade Show – Workshop Presenter, December 2004
CSBA Latino School Boards Assoc. 2002 - Present
LA County Trustees- Board Liaison, 2002-Present

CIVIC/POLITICAL ACTIVITIES

UTLA member, 1997-present

California Teachers Association- State Council on Education (Policy making body):

- State Legislation Committee, 1999-Present
- CTA Service Center Chairperson of UTLA/NEA

Founder & Chairperson of CTA School Board Caucus, 2004-Present

National Education Association, Elected California Rep. on Resolutions Committee (Policy Review Committee), 2000-2005

Woman of the Year - Senator Martha Escutia's 30th Senatorial District, 2005

56th Assembly District Vice-Chair, 2003-2006

Mexican American Political Association- Past Treasurer

Norwalk Lions Club- Member

WORK EXPERIENCE

UTLA Officer- July 1, 2002- Served two terms as UTLA Secretary, presently NEA Vice President

Teacher-5th grade at City Terrace Elementary School in LAUSD- 1996-2002

Center for Human Rights and Constitutional Law- Homeless Youth Project Coordinator- 1994-1996

Covenant House Runaway & Homeless Youth Shelter Case Manager- 1992-1994

Eastlake (Central) Juvenile Hall Alternative Education Department- 1990-1992

CRITICAL ISSUES OF SPECIAL INTEREST

Vocational & ROP Training

Local School Funding

Job Development & Safe Schools

Curriculum and Instruction



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Trina L. Williams	310-954-7653	tlwilliams@inglewood.k12.ca.us
Name	Contact Phone Number	E-mail Address
Inglewood Unified School District	20 months	13,000+
School District or COE Name	Years on board	ADA
CSBA Region/Subregion 24 /	Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? _____

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

Over the past 20 months I have worked with at-risk students who were enrolled in the District's Recidivism Program. With counseling and special care, many of these students improved in their behavior and academic performance. I have directed the district staff to look into programs that are more culturally diverse in nature. I tailored my community-based youth mentoring program to accommodate the specific needs of the students within the Inglewood Unified School District. Finally, I have shown, through deed and word, the importance of the performing arts. I am the Board of Directors liaison to the Inglewood Chamber of Commerce Educational Committee, the District's CDC Program, the Measure K Committee, the Los Angeles County School Trustees Association, the Association of California Urban Schools Districts and the City of Inglewood Inter-Governmental Relations Committee.

Please describe any other education-related activities/involvement.

As Vice President of the Inglewood South Bay Branch-NAACP I ensure that the Inglewood Unified School District and our students are well involved in community events, such as the Healthy Steps Health Fair, Community Forum on Secondary Education, and the Love In Action, Back To School Rally. Additionally, our students are active participants in programs that gain national attention, such as the NAACP ACT-SO Program. Additionally, I'm constantly entering our students' names for recognition in events such as the Inglewood-NAACP Freedom Fund Awards Banquet


As a member of the 51st Assemblymember's Educational Committee, I participated in the "Closing the Achievement Gap" Educational Forum as Mistress of Ceremonies and co-event planner. I was also the meeting organization for the Community Forum on Secondary Education in which the three major civil rights organizations (NAACP, The Los Angeles Urban League and the Southern Christian Leadership Conference) co-sponsored for the first time in the organizations history.

As the Educational Advisor to the Jonathan Reid Family Rights Coalition, I am in the position to receive first-hand information about supplemental educational grant and program money available to at-risk and out-of-placement students. I also sit on the Board of Directors, as Vice President, of the Great Beginnings For Black Babies Organization. Additionally, I sit on the Steering Committee Board for the Children's Church of ZOE Christian Fellowship of Whittier, in which hundreds of kids are in attendance on a weekly basis. I am also the Co-Director of the Gang Alternative Theatrical Society, Inc.

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

I have successfully completed CSBA's Masters In Governance Program and have attended the 2008 CSBA Annual Conference. Additionally, I have submitted an application to the CSBA State Governance Relations Advocacy Team in which I will act as liaison between CSBA and the 51st Assemblymember Curren D. Price, Jr. I look forward to joining a team of educational advocates and delegates who will lobby and strongly voice our concerns to State legislators regarding the importance of providing a quality education to the children of the State of California.

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


Signature

1-7-2009
Date