

BOARD MEETING NOTICE AND AGENDA

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

City Hall, Mike Balkman Chambers
9770 Culver Boulevard, Culver City, CA 90232

June 24, 2014

Persons in the audience during the meeting of the Board of Education are asked not to talk during presentations or the meeting. If conversation with another person needs to take place, please do so outside the Board Room so as not to disrupt others or the meeting. *Please make sure your cell phone is turned off or silenced at this time.*

PRESENTATIONS AND PUBLIC COMMENTS

Persons wishing to address the Board on any item on the agenda will be granted three (3) minutes at the time the item appears on the agenda. In the case of a non-agenda item, persons are invited to comment under “Public Recognition.” In the interest of time and order, presentations from the public are limited to three (3) minutes per person. The total time for non-agenda items shall not exceed twenty (20) minutes. Prior to addressing the Board, please complete a card (located on the table at the rear entrance) and give the card to the Superintendent’s Executive Assistant. Persons addressing the Board are asked to do so from the podium. Please state your name, address, and organization before making your presentation.

1. CALL TO ORDER

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

Roll Call – Board of Trustees

Laura Chardiet, President
Nancy Goldberg, Vice President
Steven M. Levin, Ph.D., Clerk
Susanne Robins, Member
Katherine Paspalis, Esq., Member

2. PUBLIC COMMENT ON CLOSED SESSION ITEMS

3. RECESS TO CLOSED SESSION

3.1 Approval is Recommended for the Suspended Expulsion of Pupil Services Case #02-13-14

3.2 Conference with Labor Negotiator (Pursuant to GC §54957.6)
Agency Designated Representatives: Leslie Lockhart, Assistant Superintendent of Human Resources; Mike Reynolds, Assistant Superintendent Business Services; David LaRose, Superintendent Employee Organizations: Culver City Federation of Teachers (CCFT); Association of Classified Employees (ACE); and Management Association of Culver City Schools (MACCS)

- 3.3 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54957)
- 3.4 Conference with Legal Counsel – Anticipated Litigation – Significant exposure to litigation (Pursuant to subdivision (b) of GC §54956.9) (Three (3) Potential Cases)
- 3.5 Public Appointment/Employment (Pursuant to GC §54957)
Certificated Personnel Services Report No. 19
Classified Personnel Services Report No. 19

4. ADJOURNMENT OF CLOSED SESSION

5. REGULAR MEETING – 7:00 p.m.

- 5.1 Roll Call – Board of Trustees
Laura Chardiet, President
Nancy Goldberg, Vice President
Steven M. Levin, Ph.D., Clerk
Susanne Robins, Member
Katherine Paspalis, Esq., 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 – June 10, 2014
- 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. 19
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 19
- 9.6 Approval is Recommended for the Office of Child Development 2014/2015 Contracts

9.7 Approval is Recommended for the Office of Child Development
2014/2015 Resolution

10. AWARDS, RECOGNITIONS AND PRESENTATIONS

10.1 Culver City Education Foundation – Building Blocks Presentation

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 Members of the Board of Education

12. INFORMATION ITEMS

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

- 12.1 First Reading of Revised Board Policy 5030, Students – Wellness
- 12.2 First Reading of Revised board Policy 5141.33, Students – Head Lice
- 12.3 First Reading of Revised Board Policy and Administrative Regulation
6163.2, Instruction – Animals at School
- 12.4 2014-2015 Adopted Budget

13. RECESS (10 Minutes)

14. ACTION ITEMS

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

14.1 Superintendent's Items

14.1a Second Reading and Approval of Revised Board Policy and New Administrative Regulation 0430, Philosophy, Goals, Objectives and Comprehensive Plans – Comprehensive Local Plan for Special Education

Motion by _____ Seconded by _____ Vote _____

14.2 Education Services Items

14.2a Approval is Recommended for the Local Control and Accountability Plan

Motion by _____ Seconded by _____ Vote _____

14.2b Approval is Recommended for the Suspended Expulsion of Pupil Services Case #02-13-14

Motion by _____ Seconded by _____ Vote _____

14.3 Business Items

14.3a Approval is Recommended for the Adoption of the 2014-2015 Budget

Motion by _____ Seconded by _____ Vote _____

14.3b Approval is Recommended for the Rejection of Claim

Motion by _____ Seconded by _____ Vote _____

14.3c Approval is Recommended for the Appointments to CBAC

Motion by _____ Seconded by _____ Vote _____

14.3d Approval is Recommended for the Consultant Agreement with Corinne Loskot

Motion by _____ Seconded by _____ Vote _____

14.3e Approval is Recommended to Authorize the Superintendent to Negotiate and Sign Agreement with Balfour Beatty

Motion by _____ Seconded by _____ Vote _____

14.3f Approval is Recommended for the Amended Agreement with Town and Country Rentals for Field Cover

Motion by _____ Seconded by _____ Vote _____

14.4 Personnel Items

14.4a Approval is Recommended for New Certificated Administrative Job Description – Director of School and Family Support

Motion by _____ Seconded by _____ Vote _____

14.4b Approval is Recommended for Certificated Job Description – Instructional Specialist – Teacher Support and Professional Development (212 Days)

Motion by _____ Seconded by _____ Vote _____

14.4c Approval is Recommended for Certificated Job Description – Technology for Learning Specialist

Motion by _____ Seconded by _____ Vote _____

14.4d Third Reading and Adoption of Revised Board Policy 4136/4236/4336, Non-School Employment

Motion by _____ Seconded by _____ Vote _____

15. BOARD BUSINESS - None

16. ADJOURNMENT

Motion by _____ Seconded by _____ Vote _____

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

FUTURE MEETINGS

July 8 – 7:00 p.m. – Regular Public Meeting (6:00 p.m. Closed Session), District Office (Board Room) 4034 Irving Place
Aug. 26– 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), City Hall (Mike Balkman Chambers) 9770 Culver Blvd.

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>June 10, 2014</u>
Place:	<u>District Administration Office</u>	Time:	<u>6:00 p.m. – Public Meeting</u>
	<u>4034 Irving Place</u>		<u>6:01 p.m. – Closed Session</u>
	<u>Culver City 90232</u>		<u>7:00 p.m. – Public Meeting</u>

Board Members Present

Laura Chardiet, President
Nancy Goldberg, Vice President
Steven M. Levin, Ph.D., Clerk
Susanne Robins, Member
Katherine Paspalis, Esq., Member

Staff Members Present

David LaRose, Superintendent
Kati Krumpe
Leslie Lockhart
Mike Reynolds

Call to Order

Board President Ms. Chardiet 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. Culver Park Student Representative, Wendy Mendoza, led the Pledge of Allegiance.

Report from Closed Session

Ms. Chardiet 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 Association of Classified Employees (ACE) Initial Collective Bargaining Proposal to the Culver City Unified School District (CCUSD) for the 2014/2015 School Year

Ms. Chardiet opened the public hearing at 7:03 p.m. With no comments from the audience the public hearing was closed at 7:04 p.m.

7.2 Culver City Unified School District (CCUSD) Initial Collective Bargaining Proposal to the Association of Classified Employees (ACE) for the 2014/2015 School Year

Ms. Chardiet opened the public hearing at 7:04 p.m. With no comments from the audience the public hearing was closed at 7:05 p.m.

8. Adoption of Agenda

Ms. Chardiet announced that item 14.3a would be pulled from the agenda. It was moved by Ms. Paspalis and seconded by Ms. Goldberg that the Board adopt the June 10, 2014 agenda as amended. The motion was approved with a vote of 5 – Ayes by Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

9. Consent Agenda

Ms. Chardiet called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. There were no items withdrawn from the agenda. It was moved by Ms. Goldberg and seconded by Dr. Levin to approve Consent Agenda Items 9.1 – 9.8 as presented. The motion was unanimously approved.

- 9.1 Minutes of Regular Meeting – May 27, 2014
- 9.2 Purchase Orders
- 9.3 Acceptance of Gifts – Donations
- 9.4 Certificated Personnel Reports No. 18
- 9.5 Classified Personnel Reports No. 18
- 9.6 Consolidated Application for Funding Categorical Aid Programs

- 9.7 Out-of-State Travel for Dr. Rebecca Lynch, Principal, Farragut School, and Alejandra Valencia, District Curriculum Specialist
- 9.8 Disposal of Surplus Equipment

10. Awards, Recognitions and Presentations

10.1 Culver City Unified School District Employee Retiree Recognition

Mrs. Lockhart, Assistant Superintendent of Human Resources, announced the names of the retirees from the District and stated their years of service. Mr. LaRose and the Assistant Superintendents then provided a little information about the retirees and some of their future plans.

10.2 Recognition of the District English Language Advisory Committee (DELAC)

Dr. Krumpke, Assistant Superintendent of Educational Services, provided information on the committee and who they serve. She introduced Claudia Benitez, Pamela Greenstein, and Mike Yamakawa, who participate on the committee. Ms. Benitez thanked the parents who service on the committee and provided an overview of the activities that took place this year. She also acknowledged that it takes a group effort to teach all of our students. Ms. Greenstein read the names of the committee members, including parents, who have participated and presented them with a certificate. Ms. Chardiet thanked the parents that serve on the Committee for their hard work and for giving their time.

10.3 Spotlight on Education - Culver Park High School, Culver City Adult School, iAcademy, and Independent Study School

Ms. Veronica Montes, Principal at all four school sites, spoke about the mission and belief at Culver Park High School. She stated the school serves not only the student, but also the parent needs to help the students. Ms. Montes provided the Board with information on the students served, the courses and credits; and gave an update on the students attending this year. Culver Park Teacher, Leslie Johnson, spoke about how she speaks to her students about possibilities and her experience working at the school. She stated that they are a family at Culver Park. Ms. Johnson also informed the Board about the reasons some of the students attend Culver Park rather than the High School. The teachers at Culver Park want to keep their focus on the students, and the teachers work collaboratively. Student David Ricketts shared his experience at the school. This year was his first year and he is now graduating. He spoke about how much it has helped him attending Culver Park. The mother of Wendy Mendoza spoke about how the school has helped her daughter. Ms. Montes had the teachers, students, and parents in the audience stand for an acknowledgement. Ms. Montes then spoke about next year's plans for the school such as what they will continue to do, and what will be added to the program. She congratulated the Board for their commitment to the Bond which will mean a new home for the school. Ms. Montes thanked the Board, students, and the staff for their support.

Ms. Montes then presented information on the Adult School which has been serving the community for sixty years. She provided information about the programs that are offered at the school, and highlights of 2013-2014 which included the school's accreditation and Assembly Bill 86. She provided information on the process of the accreditation visit. Ms. Montes stated that AB86 will guide the Governor and legislature on funding for adult educational services. She spoke about the unintended consequences and impact that were made from previous budget decisions regarding adult schools. Ms. Montes also informed the Board about the Adult Education Consortium which is planning a grant and the information that will be needed to submit the grant. She spoke about direction of the Adult School for 2014 and beyond. Ms. Paspalis thanked her and spoke about how these schools provide alternative pathways. She reiterated how she was on the Board at the time of budget cuts and she is happy that they did not cut the Adult School as many districts did during the height of the recession. Dr. Levin thanked Ms. Montes for her presentation and asked how staff connects the students to the alternative choice schools. Ms. Montes stated that a big part of the planning is having great communication with the High School, and other schools as well. They continue to speak to each other and to the parents. Ms. Robins asked about the blended learning. Ms. Montes confirmed that they do have blended learning online and there are currently seventeen students enrolled in that model. These students are enrolled at the iAcademy. Ms. Goldberg asked Ms. Montes to explain how the blended learning worked. Ms. Chardiet asked if the grant was going to be enough to

implement the plan of the consortium. Ms. Montes stated that the grant is for the planning and not the actual implementation. Further funding would have to be obtained for the implementation of the plan.

10.4 Scholarship Presentation by Balfour Beatty Construction Company

Bryan Osborne from Balfour Beatty introduced Julia Withee from Sharefest. She spoke about how the seniors were selected to receive the scholarship and how long Sharefest has worked with Balfour Beatty. Ms. Montes announced the recipients which were April Guillemard and Rosie Hernandez.

11. Public Recognition

11.1 Superintendent's Report

Mr. LaRose thanked the Student Representatives for all of their hard work this year and for assisting the Board with their information on their respective schools. The Student Representatives were presented with flowers and cards from the Board. Mr. LaRose provided an update on the Summer Lunch Program and informed the Board about some of the community partners that will participate. He encouraged Board members to participate if they would like to help lead a class or activity at the Program. The Summer Lunch Program will take place for seven weeks at La Ballona Elementary School. Mr. LaRose announced that the first ever training specifically for the District's Coaches took place and the keynote speaker was Michael Josephson. There will also be a Coaches retreat this summer. Mr. LaRose attended the California Awards Banquet. It was nice to see La Ballona receive an award as a California Distinguished School, and Linwood Howe receive the Title I Achievement Award. He said that it's also been another great year for partnerships with the union organizations. He thanked David Mielke, Debbie Hamme, Ms. Goldberg, and Leslie Lockhart for their hard work. Mr. LaRose praised the students that performed in Java Gala. He stated that he and his wife bid on a painting at the event, and expressed how fortunate we are in this community to have so many opportunities for students. He expressed how grateful he is to the community for the passage of the bond. Mr. LaRose complemented the Board for really committing to the passage of the bond and for their leadership. He also recognized Mr. Reynolds for all of his leadership regarding the bond measure.

11.2 Assistant Superintendents' Reports

Dr. Krumpe extended her congratulations to everyone in regards to the bond. She stated that Java Gala was phenomenal. Dr. Krumpe stated that she had not seen the improv performers before, and that we have such a talented group of students. Dr. Krumpe reported on her attendance at the Lionette O'Connell Appreciation Dinner. The amount of people in attendance has grown so they had to move to a different venue. She thanked everyone who helped with the development of the LCAP. Dr. Krumpe announced her upcoming trip to UC Berkeley where she will be participating in a think tank appointed by the CDE to recommend an evaluation model for LCFF and LCAP.

Mrs. Lockhart reported on her attendance at the CCMS concert which was phenomenal. Mr. Witt said their Professional Learning Community (PLC) has really been great. She stated that having a tentative agreement with CFT is great and the partnership with the unions has been wonderful. Negotiations with ACE start tomorrow.

Mr. Reynolds stated that he has been struggling with tiles that are going to protect the new field. The tiles were laid on the field for the graduation and promotion ceremonies. Both he and Mike Korgan were trying to figure out how to keep the tiles flat. They expand in the heat and start to buckle. They think they have a remedy for the problem at this point. Mr. Reynolds also reported on his attendance at the Farragut concert which was fabulous. He really enjoyed the bells. He announced that there will be a public hearing on June 23rd to get public comment on the 2014-2015 Budget and the LCAP. Mr. Reynolds is working on an RFP for construction management and an architectural firm. Ms. Goldberg asked for an update on the elevators.

11.3 Student Representatives' Reports

Middle School Student Representative

Natalya Tapia, Culver City Middle School Student Representative, cleared the air about a joke she had made, and stated that she realizes all of the work done by the Board. She thanked the Board and Mr. LaRose for the opportunity to serve as the Student Representative.

Culver Park Student Representative

Wendy Mendoza, Culver Park High School Student Representative, thanked Ms. Montes, staff, and everyone for making her senior year the best year.

Culver City High School Student Representative/Student Board Member

Roy Gonzalez, Student Board Member, was not present.

11.4 Members of the Audience

Members of the audience:

- Jerry Chabola suggested adjourning the meeting in memory of Coach Tom Salter's father, Dick Salter. He gave a brief bio for Dick Salter. He also suggested adjourning the meeting in honor, or in prayer of Ari Noonan's wife, Diane, who is ill. Mr. Chabola suggested having a full time trainer at the High School that is District paid. He also discussed the District calendar and stated that it should be coordinated with the City's calendar also.
- David Mielke thanked the Board for all of their leadership on Measure CC. He informed the Board that he discussed with his students what the passage of the Measure would mean for them. Mr. Mielke thanked the Board for the conclusion of a "two-year deal" regarding bargaining and stated that he cannot express what it means to the teachers. He extended congratulations to the Student Representatives and the retirees. Mr. Mielke shared a little bit about his experience working at Culver Park.

11.5 Members of the Board

Board Members spoke about:

- Ms. Robins stated that it has been great to see the growth of these students after having many of them as students in her class at the Middle School. She agrees that we need to have a central calendar. Ms. Robins feels that during the period of the Board Meetings moving around there was not the community participation that she would have liked to see. She suggested that the Board do Coffee and Chat events like the Principals to see if they can get more community feedback.
- Dr. Levin fully agrees that there needs to be a community calendar. It is a matter of getting everybody to check the calendar before scheduling their events even though there will sometimes be an overlap. He reported on his attendance at the Java Gala which he enjoyed. He stated that if the Board wants people to participate then the Board will have to find out how community members want to communicate with the Board. The Bond passage means the community trusts the Board and he gave his personal pledge that he and the rest of the Board will do their best to honor that trust. Dr. Levin is hoping that someone will watch the meeting and decide to be involved. He and Ms. Robins spoke and they would like to do a science class at the Summer Lunch Program.
- Ms. Goldberg stated that there was a very low turnout for voting. She would like to acknowledge that the Board is not getting the community out. She tries to get out in the community by taking part in the Walkers and Rollers as a way to be more accessible. Ms. Goldberg stated that we are lucky to have the community that we have. She reported on her attendance at the California Awards Ceremony and stated it was wonderful.
- Ms. Paspalis thanked the Student Representatives. They learned leadership and public speaking skills by participating in the meetings. Taking part as a Student Representative is a really good launching pad. She stated that she attended her son's baseball game and banquet last night. There were a number of scholars present. It was great to see the emphasis on community in our sports teams. She reported on her attendance at Java Gala which was great. Ms. Paspalis wanted to note that under the Consent Items Sony had given many donations. We have some great community partners. She agrees with Ms. Goldberg that the turnout for the election was not great but we were not at the bottom compared to the County turnout. Ms. Paspalis stated that we

usually see the same people at a meeting and when it is too full there is usually a problem. Therefore, it is not too bad. The mural at the High School is really quite a gift and she thanked Dan O'Brian for arranging to have it installed. She feels it is unconscionable that the Middle School awards fell the same night as a Board meeting, and the same thing happened last year. This makes it hard for some people to attend. She thanked everyone for pitching in to support the bond. Our community has said that we are supporting our future by supporting the bond.

- Ms. Chardiet stated that the song "Oh Happy Day" has been stuck in her head since she heard the bond passed. She thanked her campaign team, Ms. Paspalis and Dr. Levin. She said that it is an embarrassment of riches that this District has from Culver Park, Measure CC passing, to keeping the Adult School along with a list of other accomplishments. She read a passage from a section of her son's yearbook that she felt embodied what the Board was trying to do for the students.

13. Recess

The Board recessed at 8:56 p.m. and reconvened at 9:05 p.m.

12. Information Items

12.1 First Reading of Revised Board Policy and New Administrative Regulation 0430, Philosophy, Goals, Objectives and Comprehensive Plans – Comprehensive Local Plan for Special Education

The Board reviewed the policy and administrative regulation. There were no revisions. They will be brought back to a future meeting for approval.

12.2 Second Reading of Revised Board Policy 4136/4236/4336, Non-School Employment

Dr. Levin and Mrs. Lockhart discussed the changes that he proposed. Mr. Chabola asked for clarification on portions of the policy. The policy will be brought back to a future meeting for approval.

12.3 Schematic Design Plans for Robert Frost Auditorium Modernization Project

Mr. Reynolds stated that staff is still working on the costs and would like to present the schematic design plans and the costs at the same time. Ms. Paspalis shared that when she moved to Los Angeles in 1987 she used to attend concerts at Robert Frost. At that time it was a rentable venue. She explained how she thought that the plans should be presented.

12.4 Extension of Current CBAC Appointments

Mr. Reynolds explained what the Committee would like to do which is bring back some of the current members and interview for a vacancy. Mr. Reynolds heard back from three out of four members whose terms are up and they would like to continue. Ms. Chardiet suggested posting the vacancy in the local paper and also for the bond oversight committee. Further discussion ensued. Ms. Chardiet asked for a description of the position on the committee.

12.5 Summer Projects Timeline

Mr. Reynolds invited Bryan Osborne from Balfour Beatty to give an update. Mr. Osborne congratulated the Board on the passage of the bond. He stated that there will be a meeting on Monday to discuss the lease lease-back and he described what projects would be completed with those funds such as the second phase of the athletic field. Mr. Laase asked about the security cameras. He wanted to know if new cameras would lessen the District's bandwidth. Mr. Reynolds stated he just spoke to Robert Quinn, I.T. Director, and they are discussing putting the cameras on their own server. Ms. Paspalis stated that she hopes the softball field gets the attention that it deserves also.

12.6 Bond Procedural Update

Mr. Reynolds introduced Chet Wang to inform the Board of the financing timeline for the bond. Mr. Wang congratulated the Board on the passage of the bond. He presented a generic timeline and informed the Board of the next steps. He responded to questions from the Board. Further discussion ensued.

14. Action Items**14.1 Superintendent's Items****14.1a Approval is Recommended for the Employment Contract for the Position of Assistant Superintendent of Human Resources**

It was moved by Ms. Goldberg and seconded by Ms. Paspalis that the Board approve the Employment Contract for the Position of Assistant Superintendent of Human Resources as presented. The motion was approved with a vote of 5 – Ayes by Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.1b Approval is Recommended for the Employment Contract for the Position of Assistant Superintendent of Business Services

It was moved by Ms. Paspalis and seconded by Ms. Robins that the Board approve the Employment Contract for the Position of Assistant Superintendent of Business Services as presented. The motion was approved with a vote of 5 – Ayes by Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.1c Approval is Recommended for the Employment Contract for the Position of Assistant Superintendent of Educational Services

It was moved by Dr. Levin and seconded by Ms. Goldberg that the Board approve the Employment Contract for the Position of Assistant Superintendent of Educational Services as presented. The motion was approved with a vote of 5 – Ayes by Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.2 Education Services Items**14.2a Approval is Recommended for the Suspended Expulsion of Pupil Services Case #01-13-14**

It was moved by Ms. Robins and seconded by Dr. Levin that the Board approve the Suspended Expulsion of Pupil Services Case #01-13-14 as presented. The motion was approved with a vote of 5 – Ayes by Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.2b Second Reading and Approval of Revised Administrative Regulation 5141.3, Students – Health Examinations; and New Board Policy 5141.3, Students – Health Examinations

It was moved by Ms. Paspalis and seconded by Ms. Goldberg that the Board approve Revised Administrative Regulation 5141.3, Students – Health Examinations; and New Board Policy 5141.2, Students – Health Examinations as presented. The motion was approved with a vote of 5 – Ayes by Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.2c Approval is Recommended for the Revised Memorandum of Understanding between the Culver City Unified School District and Didi Hirsch Mental Health Services

It was moved by Ms. Paspalis and seconded by Dr. Levin that the Board approve Revised Memorandum of Understanding between the Culver City Unified School District and Didi Hirsch Mental Health Services as presented. The motion was approved with a vote of 5 – Ayes by Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.2d Approval is Recommended for the Memorandum of Agreement between the Culver City Unified School District and the California College Guidance Initiative

It was moved by Ms. Goldberg and seconded by Mr. Robins that the Board approve the Memorandum of Agreement between the Culver City Unified School District and the California College Guidance Initiative. The motion was approved with a vote of 5 – Ayes by Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.3 Business Services

14.3a Approval is Recommended for the Rejection of Claim

This item was pulled from the agenda.

14.3b Second Reading and Approval of Administrative Regulation 3553, Free and Reduced-Priced Meals

It was moved by Dr. Levin and seconded by Ms. Paspalis that the Board approve Administrative Regulation 3553, Free and Reduced-Priced Meals. The motion was approved with a vote of 5 – Ayes by Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.3c Resolution #20/2013-2014 Request to the Board of Supervisors of the County of Los Angeles to Establish Tax Rate for Bonds

It was moved by Ms. Paspalis and seconded by Ms. Goldberg that the Board approve Resolution #20/2013-2014 Request to the Board of Supervisors of the County of Los Angeles to Establish Tax Rate for Bonds as presented. The motion was approved with a vote of 5 – Ayes by Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.4 Personnel Items

14.4a Approval is Recommended for the Adoption of the Culver City Unified School District (CCUSD) Initial Collective Bargaining Proposal to the Association of Classified Employees (ACE) for the 2014/2015 School Year

It was moved by Ms. Goldberg and seconded by Ms. Robins that the Board adopt the Culver City Unified School District (CCUSD) Initial Collective Bargaining Proposal to the Association of Classified Employees (ACE) for the 2014/2015 School Year. The motion was approved with a vote of 5 – Ayes by Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

Adjournment

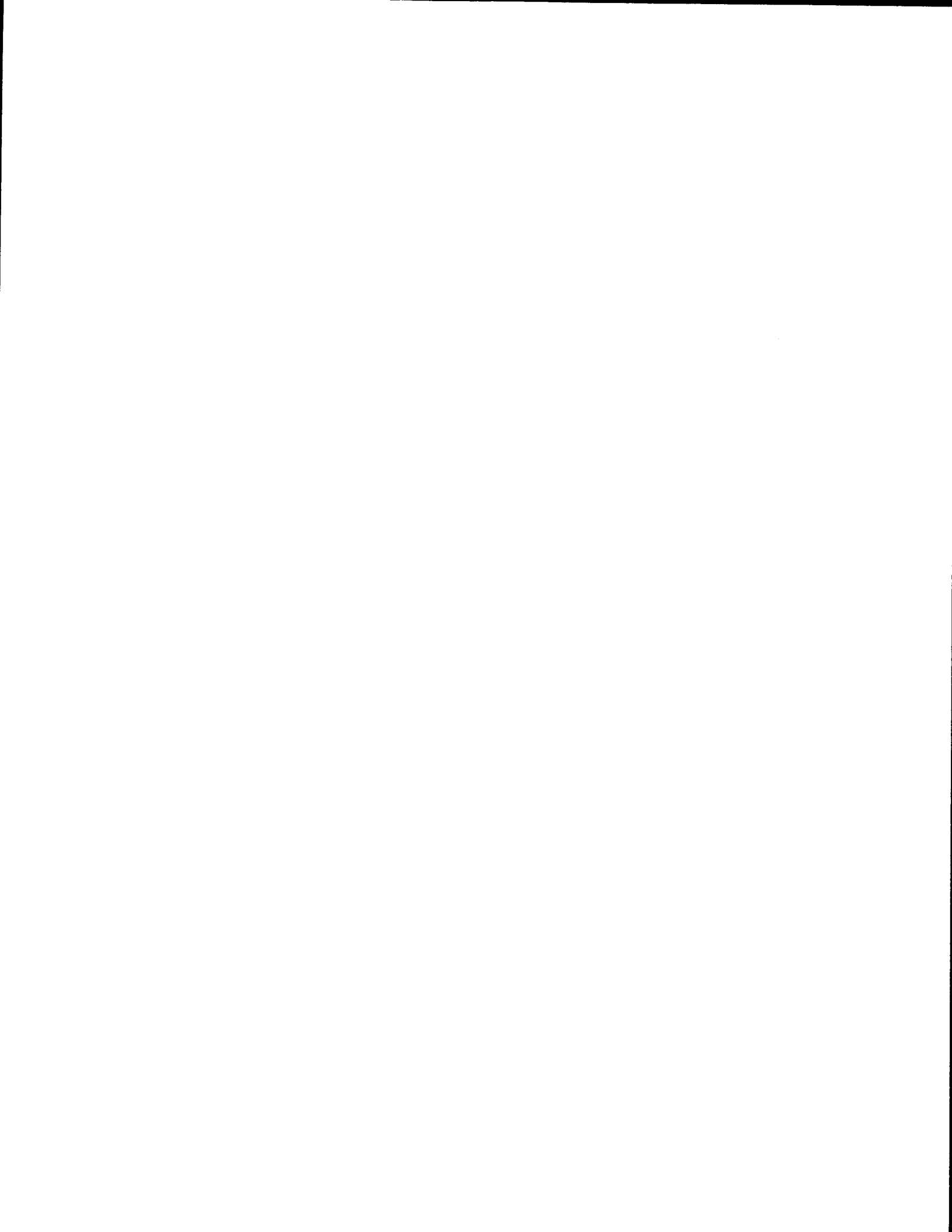
There being no further business, it was moved by Ms. Paspalis, seconded by Dr. Levin and approved with a vote of 5 – Ayes by Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays to adjourn the meeting. Board President Ms. Chardiet adjourned the meeting at 9:47 p.m. in memory of Dick Salter, father of Tom Salter.

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 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 June 1, 2014 through June 14, 2014 is \$210,901.51. Warrants issued for the period May 14, 2014 through June 12, 2014 total \$5,604,111.44. This includes \$1,529,780.00 in commercial warrants, and \$4,074,331.44 in payroll warrants.

BUDGET NUMBER LEGEND FOR FUNDS

- 01.0 general fund
- 01.7 tri-city selpa 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 June 1, 2014 through June 14, 2014 in the amount of \$210,901.51 and warrants for May 14, 2014 through June 12, 2014 in the amount of \$5,604,111.44 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt
06/03/14	61117M	A		06/03/2014	UNITED RENTALS	RENTS/RENTALS	Maintenance 61117M	01.0	81500.0	00000	81100	5610	0005040	13-14		1,500.00	1,500.00
						06/03/2014			UNITED RENTALS							1,500.00	
06/03/14	61118M	A		06/03/2014	SLR TRANSIT	TRANSPORTATION SUPP/EQUIP/SERV	Operations 61118M	01.0	00000.0	00000	36000	5871	0005041	13-14		2,600.00	2,600.00
						06/03/2014			SLR TRANSIT							2,600.00	
06/03/14	61119M	C		06/04/2014	E-Z RECORD	OFFICE SUPPLIES	Transportation/H ome to School 61119M	01.0	72300.0	00000	36000	4350	0005500	13-14		36.01	36.01
						06/03/2014			E-Z RECORD							36.01	
06/09/14	61120M	A		06/09/2014	SLR TRANSIT	TRANSPORTATION SUPP/EQUIP/SERV	Operations 61120M	01.0	00000.0	00000	36000	5871	0005041	13-14		800.00	800.00
						06/09/2014			SLR TRANSIT							800.00	
06/10/14	61121M	A		06/10/2014	FAST DEER BUS CHARTER, INC.	TRANSPORTATION SUPP/EQUIP/SERV	Operations 61121M	01.0	00000.0	00000	36000	5871	0005041	13-14		589.43	589.43
						06/10/2014			FAST DEER BUS CHARTER, INC.							589.43	
06/09/14	61122M	A		06/09/2014	TOURCOACH CHARTER & TOURS	TRANSPORTATION SUPP/EQUIP/SERV	Operations 61122M	01.0	00000.0	00000	36000	5871	0005041	13-14		1,754.38	1,754.38
						06/09/2014			TOURCOACH CHARTER & TOURS							1,754.38	
06/06/14	61229EF	A		06/10/2014	OFFICE DEPOT	OFFICE SUPPLIES	Undistributed CCFP 61229EF	01.0	90127.0	00000	27000	4310	0000000	13-14		350.49	350.49
						06/06/2014			OFFICE DEPOT							350.49	
06/03/14	62928	A		06/03/2014	HILLYARD	JANITORIAL SUPP/EQUIP	EI Marino Language 62928	01.0	00000.0	00000	27000	4310	2030000	13-14		8,244.54	8,244.54
						06/03/2014			HILLYARD							8,244.54	
06/03/14	62929	A		06/03/2014	AMAZON.COM	OFFICE SUPPLIES	Fiscal Services 62929	01.0	00000.0	00000	73000	4350	0005010	13-14		146.63	146.63
						06/03/2014			AMAZON.COM							146.63	

Board List Purchase Order Report
CULVER CITY UNIFIED SD

Page No. **2**
 Run Date: **06/14/2014**
 Run Time: **01:45:47AM**
 FY: **13-14**
WEEKLY

6/1/2014 To 6/14/2014

Report ID: **LAPO009C**
 District: **64444**
 Purchase Orders/Buyouts To The Board for Ratification From :
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt
06/03/14	62930	A		06/03/2014	FOLLETT SCHOOL SOLUTIONS, INC.	BOOKS	Undistributed SLMC 62930	01.0	63000.0	11100	10000	4110	0000000	13-14		7,173.85	7,173.85
06/03/2014					FOLLETT SCHOOL SOLUTIONS, INC.												7,173.85
06/03/14	62931	C		06/03/2014	AP EXAMS	TEST/TEST MATERIALS	Culver City High School	01.0	00000.0	16001	10000	4310	4010000	13-14		64,172.56	64,172.56
06/03/2014					AP EXAMS												72,104.00
06/03/14	62932	C		06/03/2014	CAPTURE	GRADUATION SUPPLIES	Culver City High School	01.0	96352.0	71100	10000	4310	4010000	13-14		204.00	204.00
06/03/2014					CAPTURE												204.00
06/03/14	62933	A		06/03/2014	EMPIRE FLOOR MACHINE	JANITORIAL SUPP/EQUIP	Undistributed Bus Svcs 62933	01.0	00000.0	00000	82000	4400	0000000	13-14		1,454.17	1,454.17
06/03/2014					EMPIRE FLOOR MACHINE												1,454.17
06/05/14	62934	C		06/05/2014	PARVIZ PRINTING COMPANY, INC.	ADVERTISING	Undistributed Bus Svcs 62934	01.0	90146.0	00000	00000	5830	0000000	13-14		390.11	390.11
06/05/2014					PARVIZ PRINTING COMPANY, INC.												390.11
06/05/14	62935	C		06/05/2014	JOSEPHSON INSTITUTE OF	CONFERENCE AND TRAVEL	Culver City High School 62935	01.0	00000.0	00000	42000	5220	4010000	13-14		596.00	596.00
06/05/2014					JOSEPHSON INSTITUTE OF ETHICS												596.00
06/05/14	62936	C		06/05/2014	SCOOTER'S JUNGLE	FIELD TRIPS	Office of Child Development 62936	12.0	50253.0	85000	10000	5816	0000002	13-14		300.00	300.00
06/05/2014					SCOOTER'S JUNGLE												300.00
06/05/14	62937	A		06/05/2014	LAKESHORE LEARNING	INSTRUCTIONAL SUPPLIES	Linwood Howe Elementary 62937	01.0	31850.0	11100	10000	4310	2020000	13-14		68.40	68.40
06/05/2014					LAKESHORE LEARNING MATERIALS												68.40
06/05/14	62938	A		06/05/2014	LAKESHORE LEARNING	INSTRUCTIONAL SUPPLIES	Linwood Howe Elementary	01.0	31850.0	11100	10000	4310	2020000	13-14		67.17	67.17

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

* Prior Year Payments

Board List Purchase Order Report
CULVER CITY UNIFIED SD

Page No. **3**
 Run Date: **06/14/2014**
 Run Time: **01:45:47AM**
 FY: **13-14**
WEEKLY

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

Purchase Orders/Buyouts To The Board for Ratification From : **6/1/2014 To 6/14/2014**
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt
06/05/14	62939	C	06/05/2014	06/05/2014	MELIKA SAMIEIVAFA	OFFICE SUPPLIES	Special Education	01.0	33101.0	50010	27000	4350	0004040	13-14	19.58		
06/05/2014					MELIKA SAMIEIVAFA		62939									19.58	
06/05/14	62940	A	06/05/2014	06/05/2014	LAKESHORE LEARNING	INSTRUCTIONAL SUPPLIES	Linwood Howe Elementary	01.0	31850.0	11100	10000	4310	2020000	13-14	65.95		
06/05/2014					LAKESHORE LEARNING		62940									65.95	
06/06/14	62941	A	06/06/2014	06/06/2014	ADVENTURE CITY	FIELD TRIPS	Office of Child Development	12.0	50253.0	85000	10000	5816	0000002	13-14	1,282.05		
06/06/2014					ADVENTURE CITY		62941									1,282.05	
06/09/14	62942	C	06/09/2014	06/09/2014	CALIFORNIA LEAGUE OF SCHOOLS	MEMBERSHIPS	Culver City Middle School	01.0	07395.0	11100	10000	5310	3010000	13-14	295.00		
06/09/2014					CALIFORNIA LEAGUE OF SCHOOLS		62942									295.00	
06/10/14	62943	A	06/10/2014	06/10/2014	BEST BUY FOR EDUCATION	PRINTING SUPP/EQUIP	Culver City Middle School	01.0	00000.0	11100	10000	4410	3010000	13-14	372.27		
06/10/2014					BEST BUY FOR EDUCATION		62943									372.27	
06/10/14	62944	A	06/10/2014	06/10/2014	GHATAODE BANNON ARCHITECTS LLP	ARCHITECTURAL SERVICES	Undistributed Bus Svcs	25.0	00000.0	00000	85000	6210	0000000	13-14	98,000.00		
06/10/2014					GHATAODE BANNON ARCHITECTS LLP		62944									98,000.00	
06/10/14	62945	C	06/10/2014	06/10/2014	NATIONAL SCIENCE TEACHERS	CONFERENCE AND TRAVEL	Culver City High School	01.0	74050.0	00000	27000	5220	4010000	13-14	2,010.00		
06/10/2014					NATIONAL SCIENCE TEACHERS ASSOCIATION		62945									2,010.00	
06/10/14	62946	A	06/10/2014	06/10/2014	GALE SUPPLY COMPANY	JANITORIAL SUPP/EQUIP	Adult School	11.0	90138.0	41100	81000	4370	0000010	13-14	1,400.00		
06/10/2014					GALE SUPPLY COMPANY		62946									1,400.00	
06/10/14	62947	A	06/10/2014	06/10/2014	SMART & FINAL	OFFICE SUPPLIES	Adult School	11.0	90138.0	41100	10000	4350	0000010	13-14	2,100.00		
06/10/2014					SMART & FINAL		62947									2,100.00	

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

* Prior Year Payments

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt		
06/10/14	62948	A		06/10/2014	STAPLES ADVANTAGE	OFFICE SUPPLIES	Adult School	11.0	90138.0	41100	10000	4350	0000010	13-14		250.00			
																		2,100.00	
06/10/14	62949	A		06/10/2014	SOUTHWEST SCHOOL SUPPLY	OFFICE SUPPLIES	Adult School	11.0	90138.0	41100	10000	4350	0000010	13-14		6,500.00			
																			250.00
06/10/14	62950	A		06/10/2014	BARNES & NOBLE BOOKSELLERS	BOOKS	Culver City High School	01.0	30100.0	11100	10000	4310	4010000	13-14		227.48			

Total by District : 64444 210,901.51 210,901.51

End of Report LAPO009C

NONPUBLIC SCHOOLS:
 APPROVED YTD: \$3,125,985.08

**CULVER CITY UNIFIED SCHOOL DISTRICT
DISTRICT WARRANTS REPORT
2013 - 2014**

COMMERCIAL WARRANTS

MAY 14, 2014 - JUNE 12, 2014	\$	1,529,780.00
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PAYROLL WARRANTS

MAY 14, 2014 - JUNE 12, 2014	\$	4,074,331.44
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TOTAL:	\$	<u>5,604,111.44</u>
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**CULVER CITY SCHOOL DISTRICT
ACCOUNTS PAYABLE LOG
MAY 14, 2014 - JUNE 12, 2014**

DATE	NUMBER OF CHECKS	TOTAL OF ALL FUNDS	FUND 01	FUND 10	FUND 11	FUND 12	FUND 13	FUND 14	FUND 21	FUND 25	FUND 35	FUND 40	FUND 56	FUND 67	FUND 71	FUND 76
5/14/14	58	\$76,702.96	\$53,296.63		\$430.25	\$3,321.74										\$19,654.34
5/15/14	12	\$81,227.48	\$76,324.83													\$4,902.65
5/16/14	9	\$39,250.42	\$39,250.42													
5/19/14	7	\$20,173.24	\$18,682.96		\$204.81	\$864.97	\$99.38									\$321.12
5/20/14	9	\$446,224.02	\$438,030.16		\$727.60	\$4,098.85	\$30,014.76			\$4,095.01						
5/22/14	71	\$108,634.20	\$75,784.68			\$1,678.16				\$429.00						
5/27/14	6	\$17,050.32	\$1,715.61							\$550.00		\$300.00				\$15,334.71
5/28/14	11	\$36,535.45	\$35,685.45													
5/29/14	3	\$42,067.55	\$10,877.82													\$31,189.73
6/2/14	63	\$65,579.61	\$53,187.15		\$2,627.66	\$1,164.55	\$1,283.02			\$4,095.01		\$7,051.21				\$28,055.21
6/3/14	13	\$88,788.50	\$56,638.28													\$32,150.22
6/4/14	9	\$76,896.18	\$76,896.18													\$0.00
6/5/14	63	\$79,287.38	\$51,042.62	\$6,437.00	\$788.31	\$15,514.72	\$154.73									\$5,350.00
6/6/14	17	\$63,006.89	\$15,319.09			\$300.00										\$47,687.80
6/9/14	13	\$29,444.69	\$29,144.69													
6/10/14	17	\$134,245.99	\$100,416.21	\$17,880.00	\$288.67							\$15,661.11				
6/11/14	2	\$44,535.00	\$23,510.00					\$21,025.00								
6/12/14	64	\$60,129.89	\$46,242.34		\$396.84	\$269.23	\$30,306.45									\$2,916.03
TOTAL:	447	1,529,780	1,202,045	24,317	5,464	27,211	61,858	21,025	0	9,169	0	23,012	0	0	0	155,678

Vy prepared 6/16/14

BOARD REPORT

6/24/14

9.3

9.3 Approval is Recommended for Acceptance of Gifts – Donations

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:

Location

Donor/Item(s) Donated

La Ballona School

Susan Ettner
for CCUSD Summer Lunch Program
Games, scissors, DVDs, alphabet book

RECOMMENDED MOTION:

That the Board accept with appreciation the gifts listed.

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.4 Financial Implication for Certificated Services Report No. 19

Total Fiscal Impact per Funding Source:

Booster Club	\$ 4,300.00
Common Core – Educational Services	\$ 49,396.50
General Fund	\$ 337,903.51
General Fund – Athletics	\$ 184.00
Remedial Summer School	\$ 2,353.56
Special Education	\$ 148,180.31
Summer Kids- Adult School	\$ 202,308.48

BOARD REPORT

9.4 Certificated Personnel Services Report No. 19

I. Authorization and Ratification of Employment

A. Principal – Middle School
Effective July 1, 2014
Funding Source: General Fund
Total Cost: \$108,372.35

1. Gotanda, Linsey

B. Assistant Principal – High School
Effective July 24, 2014
Funding Source: General Fund
Total Cost: \$94,580.12

1. Gross, Tina

C. First Year Probationary Teachers
Effective August 19, 2014
Funding Source: General Fund
Total Cost: \$129,882.48

1.	Gonzalez, Elizabeth	Elementary – Spanish Immersion	La Ballona
2.	Kim, Helen	Math	High School
3.	Pappert, Kaitlin	English	High School

D. Special Education Extended School Year Psychologists
Effective July 1, 2014 through July 17, 2014 at stated per diem, 5 hours per day, not to exceed 11 days
Funding Source: Special Education
Total Cost: \$9,268.44

1.	Miramontes, Martin	\$280.86 per diem
2.	Mori, Yvette	\$280.86 per diem
3.	Price, Debra	\$280.86 per diem

E. Special Education Extended School Year Program Specialists
Effective June 16, 2014 through August 19, 2014 at current per diem, not to exceed 30 days
Funding Source: Special Education
Total Cost: \$27,376.20

1.	Cole, Christine	\$456.27 per diem
2.	Grant, Sheila	\$456.27 per diem

BOARD REPORT

9.4 Certificated Personnel Services Report No. 19 – Page 2

I. Authorization and Ratification of Employment - Continued

F. Special Education Extended School Year Teachers

Effective June 17, 2014 through July 17, 2014 at stated per diem, 5 hours per day,
4 days per week for a total of 20 days

Funding Source: Special Education

Total Cost: \$105,259.20

1.	Biagiotti, Edward	\$322.95 per diem
2.	Bosler, Michael	\$256.26 per diem
3.	Castro, Dianna (nurse)	\$320.23 per diem
4.	Deb, Anjali	\$320.23 per diem
5.	Flowers, Cyndi	\$277.66 per diem
6.	Hodge, Amy	\$349.65 per diem
7.	Levyn, Karen	\$363.23 per diem
8.	Lockhart, William	\$353.05 per diem
9.	Phillips, Daniel	\$326.10 per diem
10.	Roth, John	\$328.39 per diem
11.	Sterner, Pattamaporn(nurse)	\$342.86 per diem
12.	Strom, Sukainatou	\$320.23 per diem
13.	Sweeney, Mary Ann	\$366.63 per diem
14.	Tollefson, Laura	\$349.65 per diem
15.	Vasseghi, Norma	\$322.95 per diem
16.	Velasquez, Christina	\$342.86 per diem

G. Special Education Extended School Year Teacher – Preschool Class

Effective June 17, 2014 through July 17, 2014 at stated per diem, 3 hours per day, 4 days per
week for a total of 20 days

Funding Source: Special Education

Total Cost: \$1,350.60

1.	Frederick, Georgia	\$67.53 per diem
----	--------------------	------------------

H. Special Education Extended School Year APE/Modified PE Specialist

Effective June 17, 2014 through July 17, 2014 at stated per diem, 5 hours per day, 3 days per
week for a total of 15 days

Funding Source: Special Education

Total Cost: \$4,925.87

1.	Thornton, Scott	\$328.39 per diem
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BOARD REPORT

9.4 Certificated Personnel Services Report No. 19 – Page 3

I. Authorization and Ratification of Employment - Continued

I. Special Education Extended School Year Substitute Teachers

Effective June 17, 2014 through July 17, 2014 at \$100.00 per day, on-call, as needed, not to exceed 5 hours per day

Funding Source: Special Education

- | | | |
|-------------------|----------------------|---------------------------|
| 1. Boomer, Thomas | 5. Reynolds, David | 9. Sires, Pearl |
| 2. Hawkins, Mark | 6. Ribakov, Ferihana | 10. Washington, Dominique |
| 3. Kluce, Suzanne | 7. Sanders, Monique | 11. Yeldell, Constance |
| 4. Medina, Saul | 8. Schuchman, Alan | 12. Zirgulas, Robert |

J. Summer School Teacher – High School

Effective July 7, 2014 through July 24, 2014 at current hourly rate of pay, not to exceed 5.5 hours per day, 4 days per week, 12 total days

Funding Source: Remedial Summer School

Total Cost: \$2,353.56

1. McMillan, DuBois \$35.66 per hour

K. Extra Assignment – Common Core Assessments Team

Effective June 15, 2014 through June 30, 2014 at \$36.59 per hour, not to exceed 50 hours per teacher

Funding Source: Common Core-Educational Services

Total Cost: \$49,396.50

- | | | | | | |
|---------------------|------------------------|--------------------------|--|-----------------|--|
| <u>El Marino</u> | | <u>El Rincon</u> | | <u>Farragut</u> | |
| 1. Bell, Monica | 1. Carlan, Marlene | 1. Johnson, Robyn | | | |
| 2. Horiba, Alice | 2. Knight, Benjamin | 2. Manglinong, Stephanie | | | |
| 3. Martinez, Zaida | 3. Kendrick, Marshanne | 3. O’Neal, Shonda | | | |
| 4. Miller, Samantha | | 4. Roberts, Kelley | | | |
| 5. Nagumo, Nori | <u>Linwood</u> | 5. Schaffer, Doris | | | |
| 6. Nakagawa, Kana | 1. Abascal, Atoosa | 6. Zimmerman, Carla | | | |
| 7. Omuro, Mitsuko | 2. Amoroso, April | | | | |
| 8. Rodriguez, Maria | 3. Beebe, Stephanie | <u>La Ballona</u> | | | |
| | 4. De Rojas, Laura | 1. Arancibia, Debra | | | |
| | 5. Randall, Diane | 2. Martin, Guadalupe | | | |
| | | 3. Rauschuber, Shelley | | | |
| | | 4. Uhe, Christina | | | |
| | | 5. Uyeda, Debby | | | |

BOARD REPORT

9.4 Certificated Personnel Services Report No. 19 – Page 4

I. Authorization and Ratification of Employment - Continued

L. Extra Assignment – El Rincon, Administrative Designee
Effective September 5, 2013 through June 13, 2014 at \$52.02 per occurrence
Funding Source: General Fund
Total Cost: \$1,612.62

1. Di Franco, Diane

M. Extra Assignment – La Ballona, Administrative Designee
Effective August 26, 2013 through June 13, 2014 at \$52.02 per occurrence
Funding Source: General Fund
Total Cost: \$1,041.00

1. McMillan, Wade

N. Extra Assignment – Independent Study, Tutoring
Effective May 16, 2014 through June 2, 2014 at \$36.59 per hour, not to exceed 3 hours
Funding Source: General Fund
Total Cost: \$109.77

1. Lezak, Vivian

O. Extra Assignment – High School, Faculty Graduation Supervision
Effective June 13, 2014 at \$36.59 per hour, not to exceed 3 hours
Funding Source: General Fund
Total Cost: \$2,305.17

- | | | |
|-----------------------|-----------------------------|-----------------------|
| 1. Bakunin, John | 9. Gilbert-Rolfe, Genevieve | 17. Schulte, Penny |
| 2. Beckendorf, Wendy | 10. Hale, Amy | 18. Tarvyd, Katherine |
| 3. Davis, Alex | 11. Laetz, Diane | 19. Valverde, Carlos |
| 4. De Armond, Melanie | 12. Malla, Aravind | 20. Velasco, Carolyn |
| 5. Dien, Jerod | 13. Mielke, David | 21. Yokogawa, Valerie |
| 6. Dennis, Darrin | 14. Montero, Jose | |
| 7. Donahue, Doreen | 15. Novick, Jill | |
| 8. Fontijn, Mariah | 16. Roth, John | |

BOARD REPORT

9.4 Certificated Personnel Services Report No. 19 – Page 5

I. Authorization and Ratification of Employment - Continued

P. Extra Assignment – Summer Coaches

Effective June 16, 2014 through July 31, 2014 at stated stipend

Funding Source: Booster Club

Total Cost: \$4,300.00

1.	Chabola, Kevin	Boys' Lacrosse	\$2,000.00 stipend
2.	Prieto, Richard	Baseball	\$ 500.00 stipend
3.	Rothenberg, Philip	Tennis	\$1,000.00 stipend
4.	Wright, Jahmal	Football	\$ 800.00 stipend

Q. Extra Assignment – High School, Adult CPR/AED & First Aid Certification for 23 Coaches

Effective June 10, 2014 at \$23.00 per coach for a total stipend of \$184.00

Funding Source: General Fund – Athletics

Total Cost: \$184.00

- White, Marcos

R. Extra Assignment – Adult School, Kids' Summer Program

Effective June 30, 2014 through August 8, 2014 at \$40.92 per hour, not to exceed stated hours per week per teacher

Funding Source: Summer Kids

Total Cost: \$198,257.40

1.	Abrams, Jonathan	30 hours	18.	Morris, Ruth	30 hours
2.	Capillo, Brianna	30 hours	19.	Omuro, Mitsuko	15 hours
3.	Coelho, Isabel	30 hours	20.	Padilla, Marisela	30 hours
4.	Espinoza, Erika	30 hours	21.	Pryharski, Christina	15 hours
5.	Ezaki, Satomi	15 hours	22.	Randall, Diane	15 hours
6.	Glusac, Jan	30 hours	23.	Rodriguez, Jennifer	15 hours
7.	Gramajo, Sonia	15 hours	24.	Rodriguez, Maria	30 hours
8.	Hawkins, Mark	30 hours	25.	Scott, Maren-Celeste	30 hours
9.	Hernandez, Jose	30 hours	26.	Sikorski, Patricia	15 hours
10.	Jacobo, Hugo	15 hours	27.	Stiehl, Michele	30 hours
11.	Lockhart, William	12.5 hours	28.	Takenaka, Keiko	15 hours
12.	Lopez, Javier	30 hours	29.	Taylor, Molly	30 hours
13.	Magana, Susy	30 hours	30.	Velasco, Margarita	15 hours
14.	Masterson, Katie	30 hours	31.	Vielman, Monica	30 hours
15.	McMillan, Wade	30 hours	32.	White, Marcos	30 hours
16.	Mehta, Amritha	30 hours	33.	Wright, Jahmal	15 hours
17.	Mendez-Tobar, Ana	30 hours			

BOARD REPORT

9.4 Certificated Personnel Services Report No. 19 – Page 6I. Authorization and Ratification of Employment – Continued

- S. Extra Assignment – Adult School, Kids’ Summer Program Teachers’ Collaboration
Effective June 27, 2014 at \$40.92 per hour, not to exceed 3 hours per teacher
Funding Source: Summer Kids
Total Cost: \$4,051.08

1. Abrams, Jonathan	12. Lopez, Javier	23. Rodriguez, Jennifer
2. Capillo, Brianna	13. Magana, Susy	24. Rodriguez, Maria
3. Coelho, Isabel	14. Masterson, Katie	25. Scott, Maren-Celeste
4. Espinoza, Erika	15. McMillan, Wade	26. Sikorski, Patricia
5. Ezaki, Satomi	16. Mehta, Amritha	27. Stiehl, Michele
6. Glusac, Jan	17. Mendez-Tobar, Ana	28. Takenaka, Keiko
7. Gramajo, Sonia	18. Morris, Ruth	29. Taylor, Molly
8. Hawkins, Mark	19. Omuro, Mitsuko	30. Velasco, Margarita
9. Hernandez, Jose	20. Padilla, Marisela	31. Vielman, Monica
10. Jacobo, Hugo	21. Pryharski, Christina	32. White, Marcos
11. Lockhart, William	22. Randall, Diane	33. Wright, Jahmal

II. Leaves

1. Bearman, Alix
La Ballona
Child Care Leave Without Pay
Effective August 20, 2014 through June 12, 2015

III. Resignations

- | | |
|--|---|
| 1. Deal, Mariah
Elementary Teacher – Farragut | Effective June, 13, 2014
Reason: Relocation |
| 2. Jacobo, Hugo
Specialized Academic Instructor – CCMS | Effective June 13, 2014
Reason: Other Job |
| 3. Light, Ruth
Adult School Teacher - Temporary
Under 12 hours per week | Effective June 20, 2014
Reason: Retirement |
| 4. Mehta, Amritha
Elementary Teacher – Farragut | Effective June 13, 2014
Reason: Family Needs |
| 5. Nguyen, Mai
Math Teacher – CCHS | Effective June 2, 2014
Reason: Personal Reasons |
| 6. Owens, Janet
Adult School Teacher – Temporary
Under 18 hours per week | Effective June 19, 2014
Reason: Personal Reasons |

BOARD REPORT

9.4 **Certificated Personnel Services Report No. 19 – Page 7**

III. **Resignations - Continued**

- | | | |
|----|--|-------------------------|
| 7. | Sussman, Mariah | Effective June 13, 2014 |
| | Specialized Academic Instructor – Adult School | Reason: Relocation |

RECOMMENDED MOTION: That approval be granted for Certificated Personnel Services Report No. 19

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.5 **Financial Impact for Classified Personnel Services Report No. 19**

Total Funding Fiscal Impact:

Adult School Total:	\$14,632.80
Food Services Total:	\$3,441.75 \$16.79 per hour, as needed
General Fund Total:	\$9,306.81 \$20.50 per hour, as needed \$18.13 per hour, as needed

BOARD REPORT

9.5 Classified Personnel Services Report No. 19

I. Authorization, Approval & Ratification of Employment

A. Clerical & Fiscal

1. Conroy, LaShon Summer Lunch Program Coordinator
Summer Lunch Program
Not to exceed 5 hours per day
Funding Source: Food Services
Effective June 16, 2014 through August 8, 2014
Range 18 – \$17.65 per hour
Total Cost: \$3,441.75

2. Summer Enrollment Clerk
District Office – Pupil Personnel Services
Extra Assignment – Student Enrollment
Not to exceed 8 hours per day
Effective July 1, 2014 through August 7, 2014
Funding Source: General – Pupil Services
Total Cost: \$4,565.20
 - a. Campos, Josie Range 19 \$21.55 per hour
(Effective July 7, 2014 through August 1, 2014)
 - b. Scott, Linda Range 19 \$19.95 per hour
(Effective July 1, 2014 through July 3, 2014 & August 4, 2014 through August 7, 2014)

3. Substitute Summer Enrollment Clerk
District Office – Pupil Personnel Services
Extra Assignment – Student Enrollment
Not to exceed 8 hours per day
Effective July 1, 2014 through August 7, 2014
Funding Source: General – Pupil Services
Total Cost: Hourly rate of pay, as needed
 - a. Arredondo, Erika Range 19 \$18.13 per hour, as needed
 - b. Contreras, Cynthia Range 19 \$20.50 per hour, as needed

4. Soto, Mildred Substitute Clerk
District Office – Pupil Personnel Services
Extra Assignment – Student Enrollment
Not to exceed 8 hours per day
Funding Source: General – Pupil Services
Effective August 8, 2014 through September 5, 2014
Range 21 – \$20.87 per hour
Total Cost: \$3,339.20

BOARD REPORT

9.5 Classified Personnel Services Report No. 19 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

A. Clerical & Fiscal – continued

5. Enoch, Denise Health Technician
Elementary Schools – Nurse’s Office –
Extra Assignment – Immunization Records
Not to exceed 5 hours per day
Funding Source: General Fund
Effective August 18, 2014 through
August 22, 2014
Range 19 – \$19.95 per hour
Total Cost: \$498.75

6. Morales, Mayra Health Technician
Secondary Schools – Nurse’s Office –
Extra Assignment – Immunization Records
Not to exceed 6 hours per day
Funding Source: General Fund
Effective August 20, 2014 through
August 22, 2014
Range 19 – \$21.55 per hour
Total Cost: \$387.90

B. Food Services

1. Orozco, Joe Substitute Food Services Warehouse Operator/
Delivery Driver
Food Services – Summer School
Not to exceed 8 hours per day
Funding Source: Food Services
Effective June 16, 2014 through
August 22, 2014
Hourly, as needed – \$16.79 per hour

C. Maintenance

1. Richmond, David Driver
Maintenance, Operations & Transportation
Extra Assignment –
Transportation outside of district
Not to exceed 6 hours per day
Funding Source: General Fund – Special Ed
Effective June 16, 2014 through July 19, 2014
Range 21 – \$21.49 per hour
Total Cost: \$515.76

BOARD REPORT

9.5 Classified Personnel Services Report No. 19 – Page 3

I. Authorization, Approval & Ratification of Employment – continued

D. Adult School Lecturers

1. Eskridge, Adam
Temporary Adult School Lecturer
Adult School – Kids Summer Program
Not to exceed 15 hours per week
Funding Source: Adult School – Kids Summer
Effective June 27, 2014 through
August 8, 2014
Hourly, as needed – \$40.92 per hour
Total Cost: \$4,296.60
2. Moore, Oladele
Temporary Adult School Lecturer
Adult School – Kids Summer Program
Not to exceed 15 hours per week
Funding Source: Adult School – Kids Summer
Effective June 27, 2014 through
August 8, 2014
Hourly, as needed – \$40.92 per hour
Total Cost: \$4,296.60
3. Perez, Susana
Temporary Adult School Lecturer
Adult School – Kids Summer Program
Not to exceed 15 hours per week
Funding Source: Adult School – Kids Summer
Effective June 27, 2014 through
August 8, 2014
Hourly, as needed – \$28.76 per hour
Total Cost: \$3,019.80
4. Teran, Enrique
Temporary Adult School Lecturer
Adult School – Kids Summer Program
Not to exceed 15 hours per week
Funding Source: Adult School – Kids Summer
Effective June 27, 2014 through
August 8, 2014
Hourly, as needed – \$28.76 per hour
Total Cost: \$3,019.80

BOARD REPORT

9.5 Classified Personnel Services Report No. 19 – Page 4

II. Authorization, Approval & Ratification of Change of Assignments

1. Lee, Jacqueline
Administrative Assistant
8 hours per day, 12 months per year
From: District Office – Ed Services – SELPA
To: District Office –
School and Family Support Services
Funding Source: General Fund
Effective July 1, 2014
Range 26 – \$4,102.55 per month
Total Cost: \$49,230.60

III. Authorization, Approval & Ratification of Leave of Absence

1. Pocasangre, Claudia
Instructional Assistant – Special Education IIA
High School
3.9 hours per day, school year
Unpaid Personal Leave
Funding Source: General Fund – Special Ed
Effective August 20, 2014 through
February 4, 2015
Range 16 – \$15.88 per hour

IV. Authorization, Approval & Ratification of Resignations

1. Flores, Jonathan
Security Guard
Security – 8 hours per day, 10 months per year
Accepted position outside of district
Funding Source: General Fund
Effective June 13, 2014
Range 16 – \$2,751.76 per month
2. Flores, Oscar
Security Guard
Security – 8 hours per day, 10 months per year
Education
Funding Source: General Fund
Effective June 20, 2014
Range 16 – \$2,751.76 per month
3. Ortega, Amanda
Instructional Assistant
Linwood Howe
3.9 hours per day, school year
Student Teaching
Funding Source: Linwood Howe Booster Club
Effective June 13, 2014
Range 12 – \$13.88 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 19 – Page 5

IV. Authorization, Approval & Ratification of Resignations – continued

- | | | |
|----|------------------|--|
| 4. | Teplin, Lauren | Instructional Assistant
Linwood Howe
3.9 hours per day, school year
Teach English abroad
Funding Source: Linwood Howe Booster Club
Effective June 13, 2014
Range 12 – \$13.88 per hour |
| 5. | Bechtloff, Julie | Instructional Assistant – Computer Lab
Farragut
11 hours per week, school year
Education
Funding Source: General Fund
Effective June 10, 2014
Range 16 – \$18.46 per hour |

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 19

Moved by:

Seconded by:

Vote:

9.6 Approval of Office of Child Development 2014/2015 Contracts

All contracts with the Child Development Division must have Board approval as well as a signed and adopted resolution. Additionally the California Department of Education requires a signed Federal Certification regarding Lobbying; Debarment; Suspension and Drug –Free Workplace. Child Development services are provided for families according to the funding terms and conditions of each contract. Families pay a fee according to their income. These contracts assist approximately 425 income eligible families. The Office of Child Development submits the following contracts with the California Department of Education, Child Development for 2014/2015, for Board of Education approval.

RECOMMENDED MOTION: That the Board of Education resolve to enter into contracts CSPP-4170, and CCTR-4084 with the California Department of Education and that the Superintendent or Assistant Superintendent, Educational Services, be authorized to sign acceptance to the contracts for the period July 1, 2014 through June 30, 2015.

Moved by:

Seconded by:

Vote:



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 14 - 15

DATE: July 01, 2014

CONTRACT NUMBER: CSPP-4170

PROGRAM TYPE: CALIFORNIA STATE
PRESCHOOL PROGRAM

PROJECT NUMBER: 19-6444-00-4

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: CULVER CITY UNIFIED SCHOOL DISTRICT

By signing this contract and returning it to the State, the contractor is agreeing to provide services in accordance with the FUNDING TERMS AND CONDITIONS (FT&C), the GENERAL TERMS AND CONDITIONS (GTC-610) (both available online at <http://www.cde.ca.gov/fg/aa/cd/>) and the CURRENT APPLICATION which by this reference are incorporated into this contract. The contractor's signature certifies compliance with the Funding Terms and Conditions, the Current Application and the General Terms and Conditions.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2014 through June 30, 2015. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$35.16 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$1,188,554.00.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Requirement	33,804.0
Minimum Days of Operation (MDO) Requirement	243

Any provision of this contract found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this contract.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Sueshil Chandra, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING David Larose, Superintendent			
TITLE Contracts, Purchasing and Conference Services		ADDRESS 4034 Irving Place, Culver City, CA 90232			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 1,188,554 PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0 TOTAL AMOUNT ENCUMBERED TO DATE \$ 1,188,554	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE Department of General Services use only		
	(OPTIONAL USE) See Attached				
	ITEM See Attached	CHAPTER	STATUTE	FISCAL YEAR	
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702				
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.		
SIGNATURE OF ACCOUNTING OFFICER See Attached		DATE			

CONTRACTOR'S NAME: CULVER CITY UNIFIED SCHOOL DISTRICT

CONTRACT NUMBER: CSPP-4170

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 158,571	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 13609-6444	FC# 93.596	PC# 000321	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 158,571	ITEM 30.10.020.001 6110-194-0890	CHAPTER B/A	STATUTE 2014	FISCAL YEAR 2014-2015
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 75,645	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 15136-6444	FC# 93.575	PC# 000324	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 75,645	ITEM 30.10.020.001 6110-194-0890	CHAPTER B/A	STATUTE 2014	FISCAL YEAR 2014-2015
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 698,121	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 23038-6444			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 698,121	ITEM 30.10.010. 6110-196-0001	CHAPTER B/A	STATUTE 2014	FISCAL YEAR 2014-2015
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 256,217	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 23254-6444			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 256,217	ITEM 30.10.020.001 6110-194-0001	CHAPTER B/A	STATUTE 2014	FISCAL YEAR 2014-2015
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590			

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.	T.B.A. NO.	B.R. NO.
	SIGNATURE OF ACCOUNTING OFFICER	

FEDERAL CERTIFICATIONS**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 CFR Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title,

Check [] if there are workplaces on file that are not identified here.

to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

The Office of Child Development

10800 Farragut Drive

Culver City, CA 90230

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment.)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT (CONTRACTOR) Culver City Unified School District	CONTRACT # CSPP-4170 & CCTR-4084 & 19-6444-00-4
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE David Larose, Superintendent	
SIGNATURE	DATE

CCC-307

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i> Culver City Unified School District		<i>Federal ID Number</i> 95-6000973
<i>By (Authorized Signature)</i> 		
<i>Printed Name and Title of Person Signing</i> David Larose, Superintendent		
<i>Date Executed</i> 	<i>Executed in the County of</i> Los Angeles	

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 8103) (Not applicable to public entities.)
2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:
 - a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.
 - b. Establish a Drug-Free Awareness Program to inform employees about:
 - 1) the dangers of drug abuse in the workplace;
 - 2) the person's or organization's policy of maintaining a drug-free workplace;
 - 3) any available counseling, rehabilitation and employee assistance programs; and,
 - 4) penalties that may be imposed upon employees for drug abuse violations.
 - c. Every employee who works on the proposed Agreement will:
 - 1) receive a copy of the company's drug-free workplace policy statement; and,
 - 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department

determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lesser of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts over \$100,000 executed or amended after January 1, 2007, the contractor certifies that contractor is in compliance with Public Contract Code section 10295.3.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued

pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 14 - 15

DATE: July 01, 2014

CONTRACT NUMBER: CCTR-4084

PROGRAM TYPE: GENERAL CHILD CARE & DEV PROGRAMS

PROJECT NUMBER: 19-6444-00-4

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: CULVER CITY UNIFIED SCHOOL DISTRICT

By signing this contract and returning it to the State, the contractor is agreeing to provide services in accordance with the FUNDING TERMS AND CONDITIONS (FT&C), the GENERAL TERMS AND CONDITIONS (GTC-610) (both available online at <http://www.cde.ca.gov/fg/aa/cd/>) and the CURRENT APPLICATION which by this reference are incorporated into this contract. The contractor's signature certifies compliance with the Funding Terms and Conditions, the Current Application and the General Terms and Conditions.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2014 through June 30, 2015. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$37.01 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$170,648.00.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Requirement 4,611.0
Minimum Days of Operation (MDO) Requirement 243

Any provision of this contract found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this contract.

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)	
PRINTED NAME OF PERSON SIGNING Sueshil Chandra, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING David Larose, Superintendent	
TITLE Contracts, Purchasing and Conference Services		ADDRESS 4034 Irving Place, Culver City, CA 90232	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 170,648 PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0 TOTAL AMOUNT ENCUMBERED TO DATE \$ 170,648	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE
	(OPTIONAL USE) See Attached		
	ITEM See Attached	CHAPTER	STATUTE FISCAL YEAR
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702		
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER See Attached		DATE	

Department of General Services
use only

CONTRACTOR'S NAME: CULVER CITY UNIFIED SCHOOL DISTRICT

CONTRACT NUMBER: CCTR-4084

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 55,175	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 13609-6444	FC# 93.596	PC# 000321	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 55,175	ITEM 30.10.020.001 6110-194-0890	CHAPTER B/A	STATUTE 2014	FISCAL YEAR 2014-2015
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 26,321	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 15136-6444	FC# 93.575	PC# 000324	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 26,321	ITEM 30.10.020.001 6110-194-0890	CHAPTER B/A	STATUTE 2014	FISCAL YEAR 2014-2015
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 89,152	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 23254-6444			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 89,152	ITEM 30.10.020.001 6110-194-0001	CHAPTER B/A	STATUTE 2014	FISCAL YEAR 2014-2015
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590			

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above. SIGNATURE OF ACCOUNTING OFFICER	T.B.A. NO.	B.R. NO.
	DATE	

CCC-307

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i> Culver City Unified School District		<i>Federal ID Number</i> 95-6000973
<i>By (Authorized Signature)</i>		
<i>Printed Name and Title of Person Signing</i> David Larose, Superintendent		
<i>Date Executed</i>	<i>Executed in the County of</i> Los Angeles	

CONTRACTOR CERTIFICATION CLAUSES

1. **STATEMENT OF COMPLIANCE**: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 8103) (Not applicable to public entities.)

2. **DRUG-FREE WORKPLACE REQUIREMENTS**: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,
- 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department

determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lesser of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts over \$100,000 executed or amended after January 1, 2007, the contractor certifies that contractor is in compliance with Public Contract Code section 10295.3.

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The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued

pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

FEDERAL CERTIFICATIONS**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 CFR Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title,

to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

The Office of Child Development

10800 Farragut Drive

Culver City, CA 90230

Check [] if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment.)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT (CONTRACTOR) Culver City Unified School District	CONTRACT # CSPP-4170 & CCTR-4084 & 19-6444-00-4
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE David Larose, Superintendent	
SIGNATURE	DATE

BOARD REPORT

6/24/14

9.7

9.7 Approval of Office of Child Development 2014/2015 Resolution

All contracts with the Child Development Division must have Board approval as well as a signed and adopted resolution. Additionally the California Department of Education requires a signed Federal Certification regarding Lobbying; Debarment; Suspension and Drug –Free Workplace. Child Development services are provided for families according to the funding terms and conditions of each contract. Families pay a fee according to their income. These contracts assist approximately 425 income eligible families. The Office of Child Development submits the following resolution and Federal Certifications with the California Department of Education, Child Development for 2014/2015, for Board of Education approval.

RECOMMENDED MOTION: That the Board of Education resolve to enter into contracts CSPP-4170, and CCTR-4084 with the California Department of Education and that the Superintendent or Assistant Superintendent, Educational Services, be authorized to sign the Resolution for the period July 1, 2014 through June 30, 2015.

Moved by:

Seconded by:

Vote:

RESOLUTION

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2014-15.

RESOLUTION

BE IT RESOLVED that the Governing Board of Culver City Unified School District

authorizes entering into local agreement number/s CSP-4170 & CCT-4084 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>David Larose</u>	<u>Superintendent</u>	_____
<u>Mike Reynolds</u>	<u>Assistant Superintendent</u>	_____
<u>Kati Krumpe</u>	<u>Assistant Superintendent</u>	_____

PASSED AND ADOPTED THIS 24th day of June 2014, by the Governing Board of Culver City Unified School District of Los Angeles County, California.

I, Dr. Steven Levin, Clerk of the Governing Board of Culver City Unified School District, of Los Angeles County,

California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regularly scheduled meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

(Date)

BOARD REPORT

10.1 Culver City Education Foundation Building Blocks for Education

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

A Building Block will be presented to Amy Levit who retired this year after serving forty-two years in the District.

BOARD REPORT

6/24/14

12.1

12.1 First Reading of Revised Board Policy 5030, Students – Wellness

It is recommended practice that the Board of Education regularly review Board Policies and Administrative Regulations that are significant to the operation of the District.

Revised Board Policy 5030, Students – Wellness is being presented for a first reading.

WELLNESS

The Culver City Unified School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating habits and physical activity. Therefore, it is the policy of the Culver City Unified School District that:

- The school district will engage students, parents, teachers, administrators, food service/child nutrition professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education, physical education and school meal programs, and with related community services.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

The Governing Board recognizes the link between student health and learning, and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promotion staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

(cf. 1020 – Youth Services)

(cf. 3513.3 – Tobacco-Free Schools)

(cf. 3514 – Environmental Safety)

(cf. 5131.6 – Alcohol and Other Drugs)

(cf. 5131.61 – Drug Testing)

(cf. 5131.62 – Tobacco)

(cf. 5131.63 – Steroids)

(cf. 5141 – Health Care and Emergencies)

(cf. 5141.3 – Health Examinations)

(cf. 5141.31 – Immunizations)

(cf. 5141.32 – Health Screening for School Entry)
(cf. 5141.6 – School Health Services)
(cf. 6142.1 – Sexual health and HIV/AIDS Prevention Education)
(cf. 6142.2 – Guidance/Counseling Services)

To Achieve These Policy Goals:

District School Health Councils/Committee

The Culver City Unified School District will create a District Health Council to develop, implement, monitor, review, assess and, as necessary, revise Board policies and administrative regulations relating to school nutrition and physical activity, as well as health and physical education. The council will serve as a resource to school sites for implementing those policies. The council shall consist of a group of individuals representing the school community, including parents, students, child nutrition professionals, members of the school board, school administrators, teachers, health professionals, and members of the public.

The Superintendent or designee shall encourage parents/guardians, students, food service Director and employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b)

To fulfill this requirement, the Superintendent or designee may appoint a school health council or other district committee whose membership shall include representatives of these groups. He/she also may invite participation of other groups or individuals, such as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

(cf. 1220 - Citizen Advisory Committees)
(cf. 9140 - Board Representatives)

Goals for Nutrition, and Physical Activity, and Other Wellness Activities

The Board shall adopt goals for nutrition **promotion and** education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines appropriate.

(cf. 0000 – Vision)
(cf. 0200 – goals for the School District)

The district's nutrition education and physical education programs shall be **based on research, shall be** consistent with the expectations established in the state's curriculum frameworks **and content standards**, and **shall be** designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf. 6011 - Academic Standards)

(cf. 6142.7 – Physical Education and Activity)

(cf. 6142.8 – Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The Nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs. be provided as part of the health education program in grades K-12 and, as appropriate and feasible, shall be integrated into core academic subjects such as math, science, language arts and social studies, as well as offered through after-school programs.

(cf. 5148.2 – Before/After School Programs)

(cf. 6177 – Summer Learning Programs)

To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free give-aways, or other means.

(cf. 1325 – Advertising and Promotion)

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

(cf. 5142.2 – Safe Routes to School Program)

(cf. 6145 – Extracurricular and Co-curricular Activities)

(cf. 6145.2 – Athletic Competition)

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

(cf. 1330.1 – Joint Use Agreements)

Professional development shall be regularly offered to health education and physical education teachers, coaches, activity supervisors, food services staff, and other staff as appropriate to enhance their health knowledge and skills.

(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)

The Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school websites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

(cf. 1100 – Communication with the Public)
(cf. 1112 – Media Relations)
(cf. 1113 – District and School Websites)
(cf. 1114 – District-Sponsored Social Media)
(cf. 6020 – Parent Involvement)

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

(cf. 5131.2 – Bullying)
(cf. 5145.3 – Nondiscrimination/Harassment)

Nutrition education should be linked with school meal programs to reinforce healthy eating habits and promote the consumption of fruits, vegetables, whole grain products and low-fat foods, as well as healthy methods of food preparation.

All students in grades K-12 shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, extracurricular programs, before and after school programs, and other structured and unstructured activities.

(cf. 6142.7 – Physical Education)
(cf. 6145 – Extracurricular and Co-curricular Activities)
(cf. 6145.2 – Athletic Competition)

Physical education should be linked with classroom health education to reinforce the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities.

Classroom teachers should be encouraged to incorporate opportunities for physical activity into other subject lessons; and to provide short physical activity breaks between lessons or classes, as appropriate.

District staff should be encouraged to serve as positive role models to reinforce a consistent message regarding physical activity and the consumption of nutritious foods.

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school web site, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

(cf. 1113 – District and School Web Sites)
(cf. 6020 – Parent Involvement)

The Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, or other means.

(cf. 1325 – Advertising and Promotion)

Nutritional Quality of Foods and Beverages Sold and Served on Campus Guidelines for Foods Available at School

For all foods available on each campus during the school day, the district shall adopt nutritional guidelines which are consistent with 42 USC 1773 and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1958b)

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

(cf. 3550 – Food Service/Child Nutrition Program)

(cf. 3552 – Summer Meal Program)

(cf. 3553 – Free and Reduced Price Meals)

(cf. 5141.27 – Food Allergies/Special Dietary Needs)

(cf. 5148 – Child Care and Development)

(cf. 5148.3 – Preschool/Early Childhood Education)

The Board shall adopt nutrition guidelines selected by the district for all foods available on each campus during the school day, with the objectives of promoting student health and reducing childhood obesity.

The Superintendent or designee shall provide access to free, potable water during meal times in the food service area in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and serving water in an appealing manner.

School Meals (Reimbursable Meals)

To the maximum extent practicable, all schools in the district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Fruit and Vegetable Snack Program, and Child and Adult Care Food Program).

Foods and beverages served through these programs will:

- be appealing and attractive to children; and
- be served in clean and pleasant settings; and
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations; and
- include a variety of fruits and vegetables; and
- include milk that is limited to only low-fat (1%) and fat-free milk and nutritionally equivalent non-dairy alternatives (to be defined by USDA); and
- include baked items that are whole-grain foods, (whole-grain listed as the first ingredient); and
- include daily vegetarian options, as well as some vegan options; and
- include menu items selected by students and parents through taste tests of new and existing entrees; and
- meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools.
-

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's food services program, should support the health curriculum and promote optimal health. Nutritional standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutritional standards in accordance with the Healthy Hunger Free Kids Act of 2010 (HHFKA 2010).

(cf. 3312 – Contracts)

(cf. 3554 – Other Food Sales)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage

school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

(cf. 1230 – School-Connected Organizations)

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

Information about the nutritional content of meals, if available, should be shared with parents and students.

Qualified child nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate food service programs, the district will provide continuing professional development for all child nutrition staff. This professional development should include appropriate certification and/or training programs for child nutrition directors, supervisors, managers, and other staff members, according to their levels of responsibility.

Foods and Beverages Served Outside of Reimbursable School Meals

The Board believes that all foods and beverages available to students at district schools should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for all foods and beverages provided to students, including foods and beverages provided through the district's food service program, student stores, vending machines, fundraisers, or other venues, shall meet or exceed state and federal nutrition standards.

(cf. 3312 – Contracts)

(cf. 3550 – Food Service/Child Nutrition Program)

(cf. 3554 – Other Food Sales)

(cf. 5148 – Child Care and Development)

Celebrations. Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Food and beverages for celebrations that occur before the end of the last lunch period must be provided by the Food Services department as a reimbursable meal. For celebrations that occur after the last lunch period, each party should include no more than one food or beverage that does not meet federal and state nutrition standards.

Rewards. Representatives of the School District should not encourage the use of foods or beverages, especially those that do not meet nutrition standards, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Fundraising Activities. The school district shall encourage all school-based organizations to use non-food items for fundraising. For food-related fundraising activities in which the items are

~~distributed earlier than one half hour after the end of the school day, the organizations will sell only foods or beverages that meet or exceed state and federal nutrition standards. For other food-related fundraising activities, the organizations shall be encouraged to sell only items that meet these standards.~~

~~Snacks. Snacks served in after-school care or enrichment programs should promote healthy eating habits, and should feature a variety of fruits and vegetables and whole grain products.~~

~~School-sponsored Events. The school district should encourage the promotion of healthy foods and beverages offered or sold at school-sponsored events outside the school day.~~

Monitoring and Policy Review

~~The Board shall establish a plan for measuring implementation of the policy. The Superintendent shall designate at least one person within the district and at each school who is charged with operational responsibility for ensuring that the school sites implement the district's wellness policy.~~

~~Monitoring. The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.~~

~~School food service staff will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent. In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes.~~

~~The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also be distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.~~

~~Policy Review. To help with the initial implementation of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.~~

Program Implementation and Evaluation

~~The Superintendent shall designate one or more district or school employees, as appropriate, to ensure the each school site complies with this policy. (42 USC 1758b)~~

~~(cf. 0500 – Accountability)~~

~~(cf. 3555 – Nutrition Program Compliance)~~

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every two years.

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the school health council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

The Superintendent or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the content and implementation of this policy and assessment results (42 USC 1758b)

In addition, the assessment results shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Posting Requirements. Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)

Policy adopted: 7/11/06

Policy Reviewed: 7/11/06

Policy Reviewed: 4/27/09

Policy Reviewed and Adopted:
5/12/09

Policy Reviewed: June 24, 2014

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

BOARD REPORT

6/24/14

12.2

12.2 **First Reading of Revised Board Policy 5141.33, Students – Head Lice**

It is recommended practice that the Board of Education regularly review Board Policies and Administrative Regulations that are significant to the operation of the District.

Revised Board Policy 5141.33, Students – Head Lice is being presented for a first reading.

HEAD LICE

The Board of Education believes that the district's head lice management program should emphasize the correct diagnosis and treatment of head lice in order to minimize disruption of the education process and to reduce the number of student absences resulting from infestation. In consultation with the school nurse, the Superintendent or designee may establish a routine screening program to help prevent the spread of head lice.

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse or designee shall examine the student and other students who are siblings of the affected student or members of the same household.

If a student is found with active, adult head lice, he/she shall be sent home from school and excluded from attendance **until treatment has been provided**. The parent/guardian of an excluded student shall receive information about recommended treatment procedures and sources of further information. The student shall be allowed to return to school the next day ~~and shall be checked by the trained nurse or designee~~ **but must first be checked by the school nurse or trained designee**. If the student is found to be free of **active, adult** head lice, the student will be **allowed to** returned to class. Once he/she is determined to be free of lice, the student shall **may** be rechecked ~~at two week intervals for up to six weeks~~ **every two weeks or as needed**. **If the student is found to have an ongoing lice infestation, the school nurse shall contact the student's parent/guardian to discuss treatment and provide appropriate referrals.**

(cf. 5141.3 – Health Examinations)
(cf. 5141.6 – School Health Services)

The Superintendent or designee shall send home the notification required by law for excluded students. (Education Code 48213)

(cf. 5112.2 – Exclusions for Attendance)
(cf. 5145.6 – Parental Notifications)

The principal and school nurse shall work with the parents/guardians of any student who has been deemed to be a chronic head lice case in order to help minimize the student's absences from school.

(cf. 5113 – Absences and Excuses)
(cf. 5113.1 – Truancy)

When two or more students in any class have been identified as having an infestation of active, adult head lice, all students in the class shall be examined. In consultation with the school nurse, the principal may also send information about head lice home to all parents/guardians of the students in that class.

(cf. 5125 – Student Records)

Staff shall maintain the privacy of students identified as having head lice and excluded from school.

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)

Legal Reference:

EDUCATION CODE

48210-48216 Persons Excluded

49451 – Physical Examinations: Parent’s Refusal to Consent

Management Resources:

AMERICAN ACADEMY OF PEDIATRICS

Lice, Nits, and School Policy, Official Journal of the American Academy of Pediatrics, May 2001

CALIFORNIA DEPARTMENT OF HEALTH SERVICES

Guidelines for Parents on Control of Head Lice, 2006

CALIFORNIA SCHOOL NURSES ORGANIZATION

Position Statement: Pediculosis Management, 2005

WEB SITES

California Department of Health Services, Infectious Diseases Branch:

<http://www.dhs.ca.gov/ps/dcdc/disb/disbindex.htm>

California School Nurses Organization: <http://www.scno.org>

Centers for Disease Control and Prevention, Parasitic Disease Information, Head Lice:

<http://www.cdc.gov/ncidod/dpd/parasites/lice>

Regulation

Reviewed: May 26, 2009

Regulation

Reviewed and Adopted:

June 9, 2009

Reviewed: June 24, 2014

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

BOARD REPORT

6/24/14

12.3

12.3 First Reading of Revised Board Policy and Administrative Regulation 6163.2, Instruction – Animals at School

It is recommended practice that the Board of Education regularly review Board Policies and Administrative Regulations that are significant to the operation of the District.

Revised Board Policy and Administrative Regulation 6163.2, Instruction – Animals at School are being presented for a first reading.

ANIMALS AT SCHOOL

Before any student or employee brings an animal to school for an instructional purpose, he/she shall receive written permission from the teacher, and principal or designee. The principal or designee shall give such permission only after he/she has provided written notification to all parents/guardians of students in the affect class, asking them to verify whether their child has any known allergies, asthma, or other health condition that may be aggravated by the animal's presence. When a parent/guardian has provided notification that his/her child has an allergy, asthma, or other health condition that may be aggravated by the animal, the principal shall take appropriate measures to protect the student from exposure to the animal.

(cf. 3514 – Environmental Safety)

(cf. 5141.21 – Administering Medication and Monitoring Health Conditions)

(cf. 5141.23 – Asthma Management)

All animals brought to school must be:

1. In good physical condition
2. Vaccinated against transmittable diseases
3. In clean, safe and suitable cages or containers or otherwise appropriately controlled

Students bringing animals to school must first obtain the consent of the teacher and the parent/guardian.

All animals brought to school must be in good physical condition and must be appropriately immunized. The teacher shall ensure that the species of animal is appropriate for the instructional purpose and age and maturity of the students.

All animals brought to school shall be adequately fed, effectively controlled, humanely treated, and properly housed in cages or containers suitable for the species. The teacher shall ensure that cages and containers are cleaned regularly and that waste materials are removed and disposed of in an appropriate manner.

(cf. 5141 – Health Care and Emergencies)

(cf. 5142 – Safety)

The teacher shall ensure that students receive instructions regarding the proper handling of an personal hygiene around animals.

(cf. 5141.22 – Infectious Diseases)

Animals shall not be brought to school on school buses without express permission of the principal or designee. Such permission shall not be required for seeing eye dogs or service dogs needed by students.

(cf. 5131.1 – Bus Conduct)

Except for service animals, as defined below, all animals are prohibited on school transportation services. (Education Code 39839; 13 CCR 1216)

Students shall not bring poisonous or wild animals to school. If wildlife specimens are used in a biology class, protective gloves and a face shield shall be worn by anyone handling these specimens and the animals' saliva and neurological tissue shall be treated as infectious.

(cf. 5141.23 -Infectious Disease Prevention)

Animals brought to school by students shall generally be taken home the same day they are brought to school.

With the consent of the **teacher and** principal or designee, animals may remain at school longer under the following conditions:

1. The animal shall remain in the classroom only for the number of days needed to achieve the educational goal.
2. The teacher shall provide a plan for the proper care, sanitation, feeding and handling of the animal.
3. The teacher shall be responsible for the animal's care in the event of any school closure and may allow students to take class pets home over weekends.
4. The teacher shall be familiar with any potential dangers caused by the animal and shall give special consideration to any students who have allergies to certain animals.

Use of Service Animals by Individuals with Disabilities

For an individual with a disability, service animal means any dog that is individually trained to do work or perform tasks related to the individual's disability and for his/her benefit. For example, for an individual who is blind or has low vision, a service animal would mean a dog that helps him/her with vision, navigation, and other tasks; for an individual who is deaf or hard of hearing, a service animal would mean a dog that alerts him/her to the presence of people or sounds; and for an individual with psychiatric or neurological disabilities, a service animal would mean a dog that assist him/her by preventing or interrupting impulsive or destructive behaviors.

(28 CFR 35.104)

Individuals with disabilities may be accompanied on school premises and on school transportation by service animals, including specially trained guide dogs, signal dogs, or service dogs.

(Education Code 39839; Civil Code 54.2; 28 CFR 35.136)
(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 3541.2 – Transportation for Students with Disabilities)
(cf. 6159 – Individualized Education Program)
(cf. 6164.6 – Identification and Education Under Section 504)

The Superintendent or designee may permit the use of a miniature horse as a service animal when the horse has been individually trained to do work or perform tasks for the benefit of an individual with a disability, provided that: (28 CFR 35.136)

- 1. The district's facility can accommodate the type, size, and weight of the horse.**
- 2. The individual has sufficient control of the horse.**
- 3. The horse is housebroken.**
- 4. The horse's presence in the specific facility does not compromise legitimate safety requirements of the facility.**

The Superintendent or designee may ask any individual with a disability to remove his/her service animal from school premises or transportation if the animal is out of control and the individual does not take effective action to control it or the animal is not housebroken. When an individual's service animal is excluded, he/she shall be given an opportunity to participate in the service, program, or activity without having the service animal present.

(Education Code 39839; Civil Code 54.2; 28 CFR 35.136)

Regulation
reviewed: July 7, 1998
Regulation Reviewed: June 24, 2014

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

ANIMALS AT SCHOOL

The Governing Board recognizes that animals can **contribute to the district's instructional program by being** an effective teaching aid **to students and by assisting individuals with disabilities to access district programs and activities**. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures.

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

(cf. 6142.4 – Service Learning/Community Service Classes)

(cf. 6159 – Individualized Education Program)

(cf. 6164.4 – Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 – Identification and Education Under Section 504)

~~Animals may be brought to school for educational purposes, subject to rules and precautions specified in administrative regulations related to health, safety and sanitation. Teachers shall ensure that these rules and precautions are observed so as to protect both the students and animals.~~

The Superintendent or designee shall develop rules and procedures to ensure that when animals are brought to school, the health, safety, and welfare of students, staff, and the animals are protected. However, the district assumes no liability for the safety of animals allowed on district property.

(cf. 3320 – Claims and Actions Against the District)

(cf. 3530 – Risk Management/Insurance)

(cf. 5141 -Health Care and Emergencies)

(cf. 5141.14- Accidents)

(cf. 5141.21 – Administering Medication and Monitoring Health Conditions)

(cf. 5141.23 – Asthma Management)

~~Seeing-eye dogs and service dogs may accompany students and staff at school as needed.~~

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

~~The district assumes no liability for the safety of animals voluntarily brought to school.~~

~~(cf. 5141.23 – Infectious Disease Prevention)~~

Legal Reference:

EDUCATION CODE

233.5 44806 Instruction in kindness to pets and humane treatment of living creatures

39839 Transportation of guide dogs, signal dogs, service dogs

51202 Instruction in personal and public health and safety

51540 Safe and humane treatment of animals at school

CIVIL CODE

54.1 Access to public places

54.2 Guide, signal, or service dogs, right to accompany

GOVERNMENT CODE

810-996.6 California Tort Claims Act, especially:

815 Liability for injuries generally; immunity of public entity

835 Conditions of liability

VEHICLE CODE

21113 Public grounds

CODE OF REGULATIONS, TITLE 13

1216 Transportation of property

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE TITLE 29

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definition

35.136 Service animals

COURT DECISIONS

Sullivan v. Vallejo City USD, (1990) 731 F. Supp. 947

Management Resources:

~~HUMANE SOCIETY OF THE UNITED STATES~~

~~Catalogue of Publications, 1996~~

~~Guidelines for the Study of Animals in Elementary~~

~~School Biology, HE 1079~~

FEDERAL REGISTER

Rules and Regulations, September 15, 2010, Vol. 75, Number 178, pages 56164-56236

CSBA PUBLICATIONS

Indoor Air Quality: Governing Board Actions for Creating Healthy School Environments, Policy Brief, July 2008

Asthma Management in the Schools, Policy Brief, March 2008

WEB SITES:

American Society for the Prevention of Cruelty to Animals: <http://www.asPCA.org>

Human Society of the United States: <http://www.hsus.org>

U.S. Department of Education, Office of Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

Policy

adopted: July 7, 1998

Policy Reviewed: June 24, 2014

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

BOARD REPORT

6/24/14

12.4

12.4 2014-2015 Adopted Budget

In accordance with AB 1200, the "School District Fiscal Oversight" bill that was effective January 1, 1992, Culver City Unified School District uses the single adoption option when adopting its budget by June 30.

As required by Education Code, the 2014-15 Budget is being presented tonight in the required Standardized Account Code Structure (SACS) format. This document has been available at the District Office for review since June 19, 2014.

BOARD REPORT

**6/24/14
14.1a**

14.1a Second Reading and Approval of Revised Board Policy and New Administrative Regulation 0430, Philosophy, Goals, Objectives and Comprehensive Plans – Comprehensive Local Plan for Special Education

It is recommended practice that the Board of Education review Board Policies, Board Bylaws, and Administrative Regulations on a regular basis. District Administration recommends the revisions of Board Policy 0430, Philosophy, Goals, Objectives and Comprehensive Plans – Comprehensive Local Plan for Special Education to reflect new language acquired by CSBA; and to add new Administrative Regulation 0430. Board Policy/Administrative Regulation 0430 is hereby submitted for a second reading and approval.

RECOMMENDED MOTION: That the Governing Board of Culver City Unified School District approve Revised Board Policy 0430, 0430, Philosophy, Goals, Objectives and Comprehensive Plans – Comprehensive Local Plan for Special Education as presented.

Moved by:

Seconded by:

Vote:

Comprehensive Local Plan for Special Education

The Governing Board desires to provide a **free appropriate public** high-quality education for **to all students, including those individuals with disabilities, aged 3 to 21 years, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school.** ~~The Board recognizes that all individuals with disabilities have the right to receive a free and appropriate public education.~~

~~The district shall provide special education instruction and services for individuals with exceptional needs in accordance with the federal Individuals with Disabilities Education Act.~~

~~(cf. 6164.4 – Identification of Individuals for Special Education)~~

~~Modifications and/or special services and aids shall also be provided as needed for students who are eligible for services under Section 504 of the federal Rehabilitation Act of 1973.~~

~~(cf. 6164.6 – Identification and Education Under Section 504)~~

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303)

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

~~(cf. 6146.4 – Differential Graduation and Competency Standards for Students with Disabilities)~~

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

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

~~(cf. 6159.2 – Nonpublic, Nonsectarian School and Agency Services for Special Education)~~

~~(cf. 6159.3 – Appointment of Surrogate Parent for Special Education Students)~~

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

~~(cf. 6164.4 – Identification and Evaluation of Individuals for Special Education)~~

~~(cf. 6164.6 – Identification and Education Under Section 504)~~

The Special Education Local Plan Area (SELPA) shall administer a local plan and administer the allocation of funds. (Education Code 56195)

~~(cf. 1220 – Citizen Advisory Committees)~~

~~(cf. 1312.3 – Uniform Complaint Procedures)~~

~~(cf. 3541.2 – Transportation for Students with Disabilities)~~

~~(cf. 4112.23 – Special Education Staff)~~

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district participates as a member of the Special Education Local Plan Area (SELPA).

Philosophy-Goals-Objectives and Comprehensive

BP 0430(b)

Comprehensive Local Plan for Special Education

The Superintendent or designee shall extend the district's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this district, with the exception of those that apply to complaints, unless the local **SELPA** plan specifically authorizes the district to operate under its own policies and regulations.

(cf. 1312.3 - Uniform Complaint Procedures)

~~In accordance with selection procedures described in the SELPA plan, the Board shall appoint district representatives to the SELPA's community advisory committee. This committee shall make suggestions for the development, amendment and review of the local plan, recommend annual priorities, promote parent/guardian and community involvement, assist in parent/guardian education, and support activities on behalf of individuals with exceptional needs. (Education Code 56190-56194)~~

Legal Reference:

EDUCATION CODE

~~56000-56001~~ Education for individuals with exceptional needs

~~56000.5~~ Students with low incidence disabilities

~~56001~~ Provision of special education programs

~~56020-56035~~ Definitions

~~56040-56042~~ **56046** General provisions

56048-56050 Surrogate parents

56055 Foster parents

56060-56063 Substitute teachers

~~56170-56172~~ **56177** School districts **Children enrolled in private schools**

~~56190-56194~~ Community advisory committees

56195-56195.10 Local plans

~~56200~~ Contents of the local plan

56205-56208 Local plan requirements

~~56210-56218~~ Local plan areas with small or sparse populations

56213 Special education local plan areas with small or sparse populations

~~56220~~ Written agreements

~~56221~~ Adoption of policies for programs and services

~~56222~~ Cooperative development and updating of plan

~~56240-56245~~ Staff development

~~56300-56382~~ Identification and referral, assessment, instructional planning, implementation, and review, especially

~~56360-56361~~ Continuum of program options

~~56440-56449~~ **56447.1** Programs for individuals between the ages of three and five years

~~56500-56508~~ Procedural safeguards, including due process rights

56520-56524 Behavioral interventions

~~56600-56606~~ Evaluation, audits and information

56836-56836.05 Administration of local plan

Philosophy-Goals-Objectives and Comprehensive

BP 0430(c)

Comprehensive Local Plan for Special Education

Legal Reference: (continued)

GOVERNMENT CODE

7579.5 **Surrogate parent, appointment, qualifications, liability**

95000-95030 **95029** California Early Intervention Services Act

WELFARE AND INSTITUTIONS CODE

361 Limitations on parental control

726 Limitations on parental control

CODE OF REGULATIONS, TITLE 5

3000-3082 **3089** Regulations governing special education (in general), especially

3021-3029 Identification, referral, and assessment

3040-3043 Instructional planning and individualized education program

3051-3051.9 Program implementation

3080-3082 Procedural safeguards

4600-4671 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1400 ~~et seq.~~ - **1482** Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

300.1-300.818 Assistance to states for the education of children with disabilities, including:

300.500-300.514 **300.520** Due process procedures for parents and children

303 **303.1-303.654** Early intervention program for infants and toddlers with disabilities

Management Resources:

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

CDE LEGAL ADVISORIES:

0101.91 Interagency Coordination Enforcement

CDE PROGRAM ADVISORIES

06271.09 ~~School Based Program Coordination Act, PAC: 89/90-15-0831.95 Low Incidence Funding Update, FY 1995-96~~

1107.89 ~~Implementation of New Procedures for Noncompliance, CCPMD: 89/90-4~~

1106.95 ~~Occupational Therapy and Physical Therapy, SPB: 95/96-02~~

Policy

CULVER CITY UNIFIED SCHOOL DISTRICT

adopted- March 18, 1997

Culver City, California

Comprehensive Local Plan For Special Education

Definitions

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104; Education Code 56040)

FAPE applies to students who are suspended or expelled or placed by the district in a nonpublic, nonsectarian school. (34 CFR 300.17, 300.101, 300.104)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR 300.107, 300.114, 300.117; Education Code 56040.1)

Special education means specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities including a full continuum of program options including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education to meet the educational and service needs in the least restrictive environment. (Education Code 56300, 56031)

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031)

1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards
2. Travel training
3. Career technical education

Comprehensive Local Plan For Special Education

4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education

Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the district. (34 CFR 300.39)

Surrogate parent means an individual assigned to act as a surrogate for the parent/guardian. The surrogate may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with disability. (34 CFR 300.519; Education Code 56050)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education)

Elements of the Local Plan

The local plan developed by the special education local plan area (SELPA) shall include, but not be limited to, the following: (Education Code 56205, 56206)

1. Assurances that policies, procedures, and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-22) and in conformity with 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201
2. An annual budget plan and annual service plan adopted at a public hearing held by the SELPA
3. A description of programs for early childhood special education from birth through five years of age
4. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
5. A description of a dispute resolution process

Comprehensive Local Plan For Special Education

6. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205
7. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
8. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met
9. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public. (Education Code 56205)

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code 56195.1 and 56195.7. (Education Code 56195.8)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 3542 - School Bus Drivers)

(cf. 4112.23 - Special Education Staff)

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

(cf. 6159 - Individualized Education Program)

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

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)

(cf. 6164.6 - Identification and Education Under Section 504)

Policy adopted:

Culver City Unified School District

Culver City, CA

BOARD REPORT

6/24/14

14.2a

14.2a Approval is Recommended for the Local Control and Accountability Plan (LCAP)

The Local Control and Accountability Plan (LCAP) provides details regarding the local educational agency (LEA) actions to support pupil outcomes and overall performance, pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

The LCAP is presented for approval.

RECOMMENDED MOTION: That the Board approve the Local Control and Accountability Plan.

Motion by:

Seconded by:

Vote:

Local Control and Accountability Plan

Culver City Unified

July 1, 2014 - June 30, 2017

S 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Culver City Unified **Contact (Name, Title, Email, Phone Number):** Kevin Kronfeld, Coordinator of State and Federal Programs, LCAP Year: 2014
Kevin.kronfeld@ccusd.org, (310) 842-4220 4250

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title 1 of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (j), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (j), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>(Guiding Question 1) Initially, an electronic survey was sent out to all stakeholders. This provided us with baseline metrics aligned to the eight areas of the LCAP. Community meetings with all stakeholders were held on an on-going basis before, during, and after school. Meetings were held at the district-level via DELAC, Council PTA, and advertised community forums. A room designated for LCAP development, review, and communication was established for all stakeholders to visit. Working copies of the LCAP were kept up throughout the room, enlarged on large posters, for all to see and provide feedback.</p> <p>School sites mirrored the district structure. They met with teachers, PTA, School Site Council, ELAC, and booster groups. All of our conversations focused on the following:</p> <p>Based on the evidence, 1. What are we doing well that we need to continue to do?</p>	<p>Impact on LCAP:</p> <p>(Guiding Question 4) Throughout the editing process, many changes were made as a result of feedback from our stakeholder groups including:</p> <ul style="list-style-type: none"> • Adding greater specificity within the budget and utilizing the notes section to aid in understanding (goals 1-7) • Spiraling the district-wide emphasis in arts education throughout the plan (Goals 1-7) • Tightening up the latitude given to sites to support intervention to include allowable categories of

<p>2. What are we doing that we need to improve?</p> <p>3. What aren't we doing that we should be?</p> <p>4. What should we stop doing?</p> <p>A district LCAP advisory committee was formed that included a representative from our English Learner population, low income population, foster youth population, PTA, Parent Advisory groups, and students. They met throughout the process to advise the district and provide additional input on the development of the LCAP. On May 20, 2014, they approved Culver City's LCAP and recommended board approval.</p> <p>(Guiding Question 2) Stakeholders were engaged and involved over the course of five months in developing, reviewing, and recommending changes to the LCAP through the following meetings:</p> <ul style="list-style-type: none"> • Community Conversations for English Language Learners • Community Conversation for low income students • District English Language Advisory Committee (DELAC) • Site English Language Advisory Committee (ELAC) • Site and district level PTA • Site and district office departmental staff • Board Meetings • Student advisory <p>(Guiding Question 3) Data including graduation rate, CELDT, AMAO, CST, dropout rate, and other state and local indicators from multiple sources including student information systems and the department of education were shared with stakeholders to inform their decision making process. Surveys were also sent out to all stakeholders and collected both online and in hard copy format. The results were analyzed by stakeholders and utilized to confirm our areas of need based on the goal.</p> <p>The superintendent designee presented the LCAP to the parent advisory committee established pursuant to Section 52063 for review and comment on May 20, 2014. The superintendent designee responded, in writing, to comments received from the parent advisory committee.</p> <p>(Guiding Question 5)</p> <ul style="list-style-type: none"> • The superintendent designee presented the LCAP to the English Learner Parent Advisory Committee pursuant to Section 52063 on June 2, 2014, for review and comment. The superintendent designee responded, in writing, to comments received from the English learner parent advisory committee. • The superintendent designee notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP, using a newspaper add, posted notices of meetings and communication through school sites. • The governing board of CCUSD held three public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. Two were held (AM and PM) on May 13th and one was held on May 27, 2014. • The governing board held an additional public hearing on June 23, 2014. • The governing board of CCUSD adopted the LCAP in a public meeting on June 24, 2014. 	<p>spending (goal 4)</p> <ul style="list-style-type: none"> • Additional district-wide allocations to support materials, professional development, and the implementation of intervention (goals 2 and 4) • The emphasis of articulation between grade levels in the implementation of common core (goal 2) • The addition of counseling support (goal 6). • Incorporating our Immersion programs adequately throughout the LCAP including common core, professional development, and materials adoption (goals 1 and 4)
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Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement"(e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			What will be different/improved for students? (based on identified metric)			Related State and Local Priorities	
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16		Year 3: 2016-17
<p>CCUSD has analyzed data and determined that all of our teachers are credentialed in their authorized area of instruction, utilizing standards-aligned instructional materials, and are in school facilities that are in good repair. Information was gathered using:</p> <ul style="list-style-type: none"> • Credentialing information • CalPads • Facilities Master Plan • Williams reports • School Accountability Report Cards • Community Input • Rate of teachers that are credentialed in their area of instruction (currently 100%) • Rate of CCUSD 	<p>Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized area of instruction utilizing standards-aligned instructional materials in school facilities that are in good repair (Conditions of Learning).</p>	All	All		<ul style="list-style-type: none"> • The rate that teachers will continue to be credentialed in their area of instruction will remain at 100%. • The rate that CCUSD students will utilize state adopted curriculum as their core instructional material will remain at 100%. • The rate that CCUSD facilities are in good repair as determined by the maintenance and operations department guidelines and standards will increase from 75% to 80%. 	<ul style="list-style-type: none"> • The rate that teachers will continue to be credentialed in their area of instruction will remain at 100%. • The rate that CCUSD students will utilize state adopted curriculum as their core instructional material will remain at 100%. • The rate that CCUSD facilities are in good repair as determined by the maintenance and operations department guidelines and standards will increase from 80% to 85%. 	<ul style="list-style-type: none"> • The rate that teachers will continue to be credentialed in their area of instruction will remain at 100%. • The rate that CCUSD students will utilize state adopted curriculum as their core instructional material will remain at 100%. • The rate that CCUSD facilities are in good repair as determined by the maintenance and operations department guidelines and standards will increase from 85% to 90%. 	Basic

<p>students utilizing state adopted curriculum as their core instructional material (currently 100%)</p> <ul style="list-style-type: none"> • Rate of CCUSD facilities in a state of exemplary repair based on the 2013-2014 School Accountability Report Card (Overall facility rate showed that 75 % of sites received a rating of good and 25% of sites received a rating of exemplary) 				<ul style="list-style-type: none"> • The percentage of students that will be taught by teachers that will participate in PLC focused on student learning will increase from 91% to 100%. • The percentage of students that will be taught by core staff that are participate in regular professional development opportunities in order to enhance collaboration will increase from 53% to 63%. • The percentage of 	<ul style="list-style-type: none"> • The percentage of students that will be taught by teachers that will participate in PLC focused on student learning will remain at 100%. • The percentage of students that will be taught by core staff that are participate in regular professional development opportunities in order to enhance collaboration will increase from 63% to 73%. • The percentage of students that will be taught by core teachers 	<ul style="list-style-type: none"> • The percentage of students that will be taught by teachers that will participate in PLC focused on student learning will remain at 100%. • The percentage of students that will be taught by core staff that are participate in regular professional development opportunities in order to enhance collaboration will increase from 73% to 83%. • The percentage of students that will be 	<p>Implementation of State Standards</p>
<p>As we transition from the previously adopted California academic content and performance standards to the Common Core State Standards (CCSS), the district has not fully implemented the CCSS in all grade levels. The following information was used to determine the need for professional development:</p> <ul style="list-style-type: none"> • Staff feedback (Educational Effectiveness Survey for teachers) • Community feedback (CCUSD created surveys and LCAP conversations for all stakeholders) 	<p>Goal 2: All staff will receive professional development to enhance PLC collaboration, share best instructional practices and programs, and implement effective 21st century classroom instruction aligned to the California adopted Common Core State Standards (Conditions of Learning).</p>	<p>All</p>	<p>All</p>				

<ul style="list-style-type: none"> • Educational Services team and site administration PLCs. • Percentage of teachers that participate in PLC focused on student learning (currently 91%) • Percentage of staff that are provided regular professional development opportunities in order to enhance collaboration (currently 53%). • Percentage of staff that are provided regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards (currently 42%). • Percentage of staff that are trained on the effective use of technology (currently 31%). 				<p>students that will be taught by core teachers that participate in regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards will increase from 42% to 52%.</p> <ul style="list-style-type: none"> • The percentage of students that will be taught by core teachers that participate in the opportunity to be trained on the effective use of technology will increase from 31% to 41%. 	<p>that participate in regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards will increase from 52% to 62%.</p> <ul style="list-style-type: none"> • The percentage of students that will be taught by core teachers that participate in the opportunity to be trained on the effective use of technology will increase from 41% to 51%. 	<p>taught by core teachers that participate in regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards will increase from 62% to 72%.</p> <ul style="list-style-type: none"> • The percentage of students that will be taught by core teachers that participate in the opportunity to be trained on the effective use of technology will increase from 51% to 61%. 	Course access
<p>CCUSD has analyzed data and determined that all students have access to courses to prepare them to be college and career ready. Although</p>	Goal 3: To ensure open access to all courses, all students will	All	All	<ul style="list-style-type: none"> • The percentage of students that will have access to courses which prepare them for 	<ul style="list-style-type: none"> • The percentage of students that will have access to courses which prepare them for college and career 	<ul style="list-style-type: none"> • The percentage of students that will have access to courses which prepare them for 	Course access

<p>students have access, not all students are enrolled or completing the required coursework to be college and career ready. Information was gathered using:</p> <ul style="list-style-type: none"> • Enrollment and completion of a-g courses • Graduation rate • Master schedule • Staff feedback 	<p>be enrolled in all required areas of study to successfully prepare them for college and career (Conditions of Learning).</p>			<p>college and career readiness will remain at 100%.</p> <ul style="list-style-type: none"> • The percentage of students that will complete the required courses to be on track for college and career readiness based on their grade level will increase from 41% to 45% • The percentage of students that will graduate will increase from 91% to 92%. 	<p>readiness will remain at 100%.</p> <ul style="list-style-type: none"> • The percentage of students that will complete the required courses to be on track for college and career readiness based on their grade level will increase from 45% to 50% • The percentage of students that will graduate will increase from 92% to 93%. 	<p>college and career readiness will remain at 100%.</p> <ul style="list-style-type: none"> • The percentage of students that will complete the required courses to be on track for college and career readiness based on their grade level will increase from 50% to 55% • The percentage of students that will graduate will increase from 93% to 94%. 	
<ul style="list-style-type: none"> • Percentage of students that have access to courses which prepare them for the transition to college and career readiness as shown in course descriptions and published student pathways (currently 100%). • Percentage of students that complete courses which prepare them for the transition to college and career readiness as shown in course descriptions and published student pathways (currently 41%). • Percentage of students that graduate (currently 91%). 							

<p>CCUSD has analyzed data and determined that all of our students are progressing academically. However, not all students are progressing at a rate that will ensure college and career readiness by the end of 12th grade. Data were gathered using:</p> <ul style="list-style-type: none"> • a-g completion rate • Standardized test results • Graduation rate • Progress of English Language Learners (EL) toward English Proficiency • EL Reclassification rate • Advanced Placement scores • EAP results • AYP and API Scores • Percentage of students completing a-g (currently 41%) • Percentage of students graduating (currently 91%) • Percentage of English Language Learners (EL) progressing of toward English Proficiency (currently 63%) • EL Reclassification rate (currently 18%) 	<p>Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).</p>	<p>All</p>	<p>All</p>	<ul style="list-style-type: none"> • The percentage of students that will complete all a-g coursework will increase from 41% to 43%. • The percentage of students that will graduate will increase from 91% to 92%. • The percentage of English Language Learners (EL) progressing of toward English Proficiency will increase from 63% to 65% • The percentage of English Language Learners (EL) that will reclassify will remain at 15% or higher. • The percentage of students that earn a 3 or better on the Advanced Placement exams will increase from 76% to 77%. • The percentage of students that will be "Ready for College" in ELA based on the EAP will increase from 39% to 41%. 	<ul style="list-style-type: none"> • The percentage of students that will complete all a-g coursework will increase from 43% to 45%. • The percentage of students that will graduate will increase from 92% to 93%. • The percentage of English Language Learners (EL) progressing of toward English Proficiency will increase from 65% to 67% • The percentage of English Language Learners (EL) that will reclassify will remain at 15% or higher. • The percentage of students that earn a 3 or better on the Advanced Placement exams will increase from 77% to 78%. • The percentage of students that will be "Ready for College" in ELA based on the EAP will increase from 41% to 43%. • The percentage of students that will be "Ready for College" in Math based on the EAP 	<ul style="list-style-type: none"> • The percentage of students that will complete all a-g coursework will increase from 45% to 47%. • The percentage of students that will graduate will increase from 93% to 94%. • The percentage of English Language Learners (EL) progressing of toward English Proficiency will increase from 67% to 69% • The percentage of English Language Learners (EL) that will reclassify will remain at 15% or higher. • The percentage of students that earn a 3 or better on the Advanced Placement exams will increase from 78% to 79%. • The percentage of students that will be "Ready for College" in ELA based on the EAP will increase from 43% to 45%. 	<p>Pupil achievement; Other pupil outcomes</p>
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<ul style="list-style-type: none"> Students earning a 3 or better on the Advanced Placement exams (currently 76%) Percentage of students "Ready for College" in ELA based on the EAP (currently 39%) Percentage of students "Ready for College" in math based on the EAP (currently 34%) Percentage of students "Proficient" in math based on state testing (currently 74%) Percentage of students "Proficient" in ELA based on state testing (currently 72%) Percentage of students "Proficient" on district common assessments of essential standards (no current data) 				<ul style="list-style-type: none"> The percentage of students that will be "Ready for College" in Math based on the EAP will increase from 34% to 36%. The percentage of students "Proficient" in math will not be measured this year. (No metric available) The percentage of students "Proficient" in ELA will not be measured this year. (No metric available) The percentage of students "Proficient" on district common assessments of essential standards baseline data will be determined. 	<ul style="list-style-type: none"> will increase from 36% to 38%. The percentage of students "Proficient" in math will be 10% above the state average. The percentage of students "Proficient" in ELA will be 10% above the state average. The percentage of students "Proficient" on district common assessments of essential standards will increase by 10% from the prior year. 	<ul style="list-style-type: none"> The percentage of students that will be "Ready for College" in Math based on the EAP will increase from 38% to 40%. The percentage of students "Proficient" in math will increase by 3% from the prior year. The percentage of students "Proficient" in ELA will increase by 3% from the prior year. The percentage of students "Proficient" on district common assessments of essential standards will increase by 10% from the prior year. 	<ul style="list-style-type: none"> Survey results on the district's efforts to seek parent input for decisions and parent participation will increase from 59% to 61% The percentage of parent involvement and family activities linked to learning (connecting
<p>CCUSD has continued to engage, educate, and inform our stakeholders. However, the review of the data revealed a need to increase stakeholder involvement. The following information was used to determine the need for stakeholder involvement:</p>	<p>Goal 5: Engage, inform, and educate all stakeholders (Engagement).</p>	<p>All</p>	<p>All</p>	<ul style="list-style-type: none"> Survey results on the district's efforts to seek parent input for decisions and parent participation will increase from 59% to 61% The percentage of parent involvement and family activities linked to learning (connecting 	<ul style="list-style-type: none"> Survey results on the district's efforts to seek parent input for decisions and parent participation will increase from 61% to 63% The percentage of parent involvement and family activities linked to learning 	<ul style="list-style-type: none"> Survey results on the district's efforts to seek parent input for decisions and parent participation will increase from 63% to 65% The percentage of parent involvement and family activities linked to learning (connecting 	<p>Parent involvement</p>

<ul style="list-style-type: none"> Stakeholder Surveys Input from PTA, Booster clubs, ELAC, DELAC, School Site Councils, Culver City Education Foundation, community workshops and other parent forums Survey results on the district's efforts to seek parent input for decisions and parent participation (currently 59% of respondents agree that CCUSD seeks community input and promotes participation of all stakeholders in the decision making process for identifying, planning and implementing the educational program.) 					<p>families to teaching and learning goals) will be at 50%</p>	<p>(connecting families to teaching and learning goals) will increase from 50% to 60%</p>	<p>families to teaching and learning goals) will increase from 60% to 70%.</p>	Pupil engagement
<p>Although the majority of our students are connected through academics, athletics, activities and the arts, the need to increase student engagement was identified using the following:</p> <ul style="list-style-type: none"> Stakeholder surveys School attendance Annual adjusted grade 9-12 dropout rate Middle school drop out 	<p>Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).</p>	All	All		<ul style="list-style-type: none"> Percentage of student engagement based on stakeholder surveys increase from 81% to 82% School attendance rate to increase from 96.24% to 96.5% Chronic absenteeism will decrease from 5.03% to 4.5% 	<ul style="list-style-type: none"> Percentage of student engagement based on stakeholder surveys increase from 82% to 83% School attendance rate to increase from 96.5% to 96.75% Chronic absenteeism will decrease from 4.5% to 4.0% The Culver City High 	<ul style="list-style-type: none"> Percentage of student engagement based on stakeholder surveys increase from 83% to 84% School attendance rate to increase from 96.75% to 97% Chronic absenteeism will decrease from 4.0% to 3.5% 	Pupil engagement

<ul style="list-style-type: none"> rate High school graduation Percentage of student engagement based on stakeholder surveys (currently 81%) School attendance rate (currently 96.24%) Chronic absenteeism of 5.03% Culver City High School annual adjusted grade 9-12 dropout rate of 2.1% Culver City Middle School annual dropout rate of .15% High school graduation rate 				<ul style="list-style-type: none"> The Culver City High School annual adjusted grade 9-12 dropout rate will decrease from 2.1% to 1.5% The Culver City Middle School annual dropout rate will remain below .16% High school graduation rate increase from 91% to 92% 	<ul style="list-style-type: none"> School annual adjusted grade 9-12 dropout rate will remain below 1.5% The Culver City Middle School annual dropout rate will remain below .16% High school graduation rate increase from 92% to 93% 	<ul style="list-style-type: none"> The Culver City High School annual adjusted grade 9-12 dropout rate will remain below 1.5% The Culver City Middle School annual dropout rate will remain below .16% High school graduation rate increase from 93% to 94% 	School climate
<p>Based on the analysis of data, CCUSD students and staff generally feel physically and emotionally secure. Furthermore, CCUSD facilitates responsible decision making, and ensures learning. However, the data also show that there is room for improvement.</p> <ul style="list-style-type: none"> Staff feedback Community feedback Student and staff surveys including CCUSD created 	<p>Goal 7: provide a school environment which establishes physical and emotional security, facilitates responsible decision making, and ensures learning (Engagement).</p>	All	All	<ul style="list-style-type: none"> Student Suspension rate decrease from 2% to 1.5% Student Expulsion rate to remain at almost 0% Based on survey results, students reporting feeling safe will increase from 71% to 73%. Based on survey results, students reporting that there 	<ul style="list-style-type: none"> Student Suspension rate will remain below 1.5% Student Expulsion rate to remain at almost 0% Based on survey results, students reporting feeling safe will increase from 73% to 75%. Based on survey results, students reporting that there is a teacher or some other 	<ul style="list-style-type: none"> Student Suspension rate will remain below 1.5% Student Expulsion rate to remain at almost 0% Based on survey results, students reporting feeling safe will increase from 75% to 77%. Based on survey results, students reporting that there is a teacher or some 	School climate

<p>surveys, California Healthy Kids Survey and the Educational Effectiveness Survey</p> <ul style="list-style-type: none"> • Student Information System • Student Suspension rate (currently 2% districtwide) • Student Expulsion rate (currently 3 students districtwide or .04%) • The California Health Kids Survey showed that, on the average, 71% of students felt safe or very safe at school. • The California Health Kids Survey showed that, on the average, 62% of students responded "Pretty much true" or above to the statement "At my school, there is a teacher or some other adult who really cares about me." • According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment." • According to the 		<p>is a teacher or some other adult who really cares about them will increase from 62% to 64%.</p> <ul style="list-style-type: none"> • Based on survey results, students reporting that CCUSD schools provide a physically safe environment will increase from 78% to 80%. • Based on survey results, students reporting that CCUSD schools provide an environment which cultivates emotional security will increase from 64% to 66% • Based on survey results, students reporting that CCUSD schools provide a school environment which encourages responsible decision-making will increase from 69% to 71%. • Based on survey results, students reporting that CCUSD provides a school environment centered on learning 	<p>adult who really cares about them will increase from 64% to 66%.</p> <ul style="list-style-type: none"> • Based on survey results, students reporting that CCUSD schools provide a physically safe environment will increase from 80% to 82%. • Based on survey results, students reporting that CCUSD schools provide an environment which cultivates emotional security will increase from 66% to 68% • Based on survey results, students reporting that CCUSD schools provide a school environment which encourages responsible decision-making will increase from 71% to 73%. • Based on survey results, students reporting that CCUSD provides a school environment centered on learning will increase from 90% to 91%. 	<p>other adult who really cares about them will increase from 66% to 68%.</p> <ul style="list-style-type: none"> • Based on survey results, students reporting that CCUSD schools provide a physically safe environment will increase from 82% to 84%. • Based on survey results, students reporting that CCUSD schools provide an environment which cultivates emotional security will increase from 68% to 70% • Based on survey results, students reporting that CCUSD schools provide a school environment which encourages responsible decision-making will increase from 73% to 75%. • Based on survey results, students reporting that CCUSD provides a school environment centered on learning will increase from
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<p>CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."</p> <ul style="list-style-type: none"> • According to the CCUSD created survey, 69% of the respondents agree that "CCUSD schools provide a school environment which encourages responsible decision-making." • According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning." 					<p>will increase from 89% to 90%.</p>		<p>91% to 92%.</p>	
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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52064 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52 052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized area of instruction utilizing standards-aligned instructional materials in school facilities that are in good repair (Conditions of Learning).	Basic	As CCUSD continues to ensure that all teachers are teaching in their required areas, we will design a process to recruit and retain high quality teachers. *Year 1: Develop a recruitment process through competitive salaries and optimal working conditions. *Year 2: Implement the recruitment, selection, and retention processes through competitive salaries and optimal working conditions. *Year 3: Review and revise the recruitment, selection, and retention processes through competitive salaries and optimal working conditions.	LEA-Wide		<p>Teacher Recruitment: \$2,000 Funding Source: Base Note: Develop and implement a recruitment processes to find and attract high quality teachers.</p>	<p>Teacher Recruitment: \$2,000 Funding Source: Base Note: Develop and implement a recruitment processes to find and attract high quality teachers.</p>	<p>Teacher Recruitment: \$2,000 Funding Source: Base Note: Develop and implement a recruitment processes to find and attract high quality teachers.</p>
					<p>Beginning Teacher Support Staff: \$140,000 Funding Source: Base Note: Develop a retention process for new teachers through</p>	<p>Beginning Teacher Support Staff: \$142,000 Funding Source: Base Note: Develop a retention process for new teachers through</p>	<p>Beginning Teacher Support Staff: \$144,000 Funding Source: Base Note: Develop a retention process for new teachers through</p>

Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized area of instruction utilizing standards-aligned instructional materials in school facilities that are in good repair (Conditions of Learning).	Basic	CCUSD will continue to provide all students with materials that are standards aligned. *Year 1: Math textbook adoption - Select and purchase math materials. *Year 2: ELA textbook adoption - Select and purchase of ELA materials and implement PD on math materials and purchase consumables. *Year 3: Science textbook adoption - Select and purchase science materials, purchase math consumables, implement PD on ELA materials and purchase consumables. *Year 1,2, & 3: Continue to purchase other materials as necessary.	LEA-Wide	<p>professional development and support.</p> <p>Beginning Teacher Support Program: \$22,000 Funding Source: Base</p> <p>Note: Expenditures to cover materials, supplies, substitutes, professional development and professional development costs</p>	<p>professional development and support.</p> <p>Beginning Teacher Support Program: \$22,000 Funding Source: Base</p> <p>Note: Expenditures to cover materials, supplies, substitutes, professional development and professional development costs</p>	<p>professional development and support.</p> <p>Beginning Teacher Support Program: \$22,000 Funding Source: Base</p> <p>Note: Expenditures to cover materials, supplies, substitutes, professional development and professional development costs</p>
				<p>Math Text Book Adoption: \$420,000 Funding Source: Base / Reserves</p> <p>Note: *Year 1 Select and purchase math materials. *Year 2 Purchase consumables. *Year 3 Purchase math consumables. (costs include materials for the language immersion programs)</p> <p>ELA Textbook Adoption: \$0 Funding Source: Base / Reserves Note: *Year 2 Select</p>	<p>Math Text Book Adoption: \$60,000 Funding Source: Base / Reserves</p> <p>Note: *Year 1 Select and purchase math materials. *Year 2 Purchase consumables. *Year 3 Purchase math consumables. (costs include materials for the language immersion programs)</p> <p>ELA Textbook Adoption: \$1,210,000 Funding Source: Base / Reserves Note:</p>	<p>Math Text Book Adoption: \$60,000 Funding Source: Base / Reserves</p> <p>Note: *Year 1 Select and purchase math materials. *Year 2 Purchase consumables. *Year 3 Purchase math consumables. (costs include materials for the language immersion programs)</p> <p>ELA Textbook Adoption: \$100,000 Funding Source: Base / Reserves Note:</p>

				<p>and purchase ELA materials. *Year 3 purchase consumables. (costs include materials for the language immersion programs) Science Textbook Adoption: \$0 Funding Source: Base / Reserves Note: Year 3 Select and purchase Science materials(costs include materials for the language immersion programs)</p>	<p>*Year 2 Select and purchase ELA materials. *Year 3 Purchase consumables. (costs include materials for the language immersion programs) Science Textbook Adoption: \$0 Funding Source: Base / Reserves Note: Year 3 Select and purchase Science materials(costs include materials for the language immersion programs)</p>	<p>*Year 2 Select and purchase ELA materials. *Year 3 Purchase consumables. (costs include materials for the language immersion programs) Science Textbook Adoption: \$575,000 Funding Source: Base / Reserves Note: Year 3 Select and purchase Science materials(costs include materials for the language immersion programs)</p>
<p>Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized area of instruction utilizing standards-aligned instructional materials in school facilities that are in good repair (Conditions of</p>	<p>Basic</p>	<p>With the assistance from technology for learning specialists, CCUSD will develop and coordinate the use of 21st century technology and tools in the classrooms. • Learning management system • Infrastructure setup • Expanded curriculum •</p> <p>*Year 1: Design a technology program that will allow students to access standards aligned curriculum. *Year 2: Implement the technology program that will allow</p>	<p>LEA-Wide</p>	<p>Technology Specialist: \$100,360 Funding Source: Base Note: Hire and employ a technology specialist</p> <p>Professional Development: \$50,000 Funding Source: Title II Note: Provide stipends and support to teachers and</p>	<p>Technology Specialist: \$102,360 Funding Source: Base Note: Hire and employ a technology specialist</p> <p>Professional Development: \$50,000 Funding Source: Title II Note: Provide stipends and support to teachers and</p>	<p>Technology Specialist: \$105,360 Funding Source: Base Note: Hire and employ a technology specialist</p> <p>Professional Development: \$50,000 Funding Source: Title II Note: Provide stipends and support to teachers and</p>

Learning),		Students to access standards aligned curriculum. *Year 3: Review and revise the technology program that will allow students to access standards aligned curriculum.		<p>Instructional assistants. Learning Management System: \$30,000 Funding Source: Base Note: Develop a Learning management System</p> <p>Keyboarding Program: \$10,000 Funding Source: Base Note: A technology committee composed of teachers and computer lab instructional assistants will evaluate, choose and implement a district-wide keyboarding program.</p> <p>Technology Plan: \$5,000 Funding Source: Base Note: The district will develop a committee of classified and certificate staff to revise and implement the technology plan.</p>	<p>Instructional assistants. Learning Management System: \$30,000 Funding Source: Base Note: Develop a Learning management System</p> <p>Keyboarding Program: \$10,000 Funding Source: Base Note: A technology committee composed of teachers and computer lab instructional assistants will evaluate, choose and implement a district-wide keyboarding program.</p> <p>Technology Plan: \$1,000 Funding Source: Base Note: The district will develop a committee of classified and certificate staff to revise and implement the technology plan.</p>	<p>Instructional assistants. Learning Management System: \$30,000 Funding Source: Base Note: Develop a Learning management System</p> <p>Keyboarding Program: \$10,000 Funding Source: Base Note: A technology committee composed of teachers and computer lab instructional assistants will evaluate, choose and implement a district-wide keyboarding program.</p> <p>Technology Plan: \$1,000 Funding Source: Base Note: The district will develop a committee of classified and certificate staff to revise and implement the technology plan.</p>
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<p>Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized area of instruction utilizing standards-aligned instructional materials in school facilities that are in good repair (Conditions of Learning).</p>	<p>Basic</p>	<p>CCUSD will ensure cleanliness at all sites with a focus on bathroom and recycling/composting/Green Five Initiatives. *Year 1: Continue to provide additional custodial support at each site. *Year 2: Continue to provide additional custodial support at each site. *Year 3: Continue to provide additional custodial support at each site.</p>	<p>LEA-Wide</p>	<p>Additional Custodians: \$105,000 Funding Source: Base Note: Sites will be provided with additional custodial hours.</p>	<p>Additional Custodians: \$110,000 Funding Source: Base Note: Sites will be provided with additional custodial hours.</p>	<p>Additional Custodians: \$115,000 Funding Source: Base Note: Sites will be provided with additional custodial hours.</p>
<p>Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized area of instruction utilizing standards-aligned instructional materials in school facilities that are in good repair (Conditions of Learning).</p>	<p>Basic</p>	<p>Based on the district needs as outlined in the Master Facilities Plan, CCUSD will keep the facilities in good repair. *Year 1: Develop and clarify the standards of practices of services and expectations for maintenance and custodial staff. *Year 2: Implement the standards of practices and provide professional development to for maintenance and custodial staff. *Year 3: Review and revise the standards of practice for maintenance and custodial staff.</p>	<p>LEA-Wide</p>	<p>Maintenance and Operations: \$0 Funding Source: Base Note: No additional expenditures will be incurred as these costs are part of the district's ongoing operational costs.</p>	<p>Maintenance and Operations: \$0 Funding Source: Base Note: No additional expenditures will be incurred as these costs are part of the district's ongoing operational costs.</p>	<p>Maintenance and Operations: \$0 Funding Source: Base Note: No additional expenditures will be incurred as these costs are part of the district's ongoing operational costs.</p>
<p>Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized</p>	<p>Basic</p>	<p>The district will maintain a staff of properly credentialed teachers and administrators.</p>	<p>LEA-Wide</p>	<p>Certificated Staff: \$35,290,209 Funding Source: Base Note: Cost of district certificated staff</p>	<p>Certificated Staff: \$35,643,111 Funding Source: Base Note: Cost of district certificated staff</p>	<p>Certificated Staff: \$35,999,542 Funding Source: Base Note: Cost of district certificated staff</p>

<p>area of instruction utilizing standards-aligned instructional materials in school facilities that are in good repair (Conditions of Learning)</p>			LEA-Wide	<p>Including benefits.</p>	<p>Including benefits.</p>	<p>Including benefits.</p>
<p>Goal 2: All staff will receive professional development to enhance PLC collaboration, share best instructional practices and programs, and implement effective 21st century classroom instruction aligned to the California adopted Common Core State Standards (Conditions of Learning).</p>	<p>Implementation of State Standards</p>	<p>As CCUSD strives for continuous improvement for all staff (certificated and classified), we will further develop our Professional Learning Communities (PLC). *Year 1: District and site leaders will continue to receive PLC training, & site leaders will collaborate with their grade level or department teams to grow their PLCs. *Year 2 & 3: District and sites will continue to strengthen their PLCs.</p>		<p>Substitute Costs: \$60,000 Funding Source: Base Note: Substitutes will be provided for teacher release time. Contracted Services: \$54,000 Funding Source: Base Note: Provide ongoing training for PLC leadership Extra Assignment: \$11,000 Funding Source: Base Note: Provide staff with additional assignment hours as needed for school leadership teams professional development. Materials and</p>	<p>Substitute Costs: \$30,000 Funding Source: Base Note: Substitutes will be provided for teacher release time. Contracted Services: \$27,000 Funding Source: Base Note: Provide ongoing training for PLC leadership Extra Assignment: \$11,000 Funding Source: Base Note: Provide staff with additional assignment hours as needed for school leadership teams professional development. Materials and</p>	<p>Substitute Costs: \$30,000 Funding Source: Base Note: Substitutes will be provided for teacher release time. Contracted Services: \$27,000 Funding Source: Base Note: Provide ongoing training for PLC leadership Extra Assignment: \$11,000 Funding Source: Base Note: Provide staff with additional assignment hours as needed for school leadership teams professional development. Materials and</p>

<p>Goal 2: All staff will receive professional development to enhance PLC collaboration, share best instructional practices and programs, and implement effective 21st century classroom instruction aligned to the California adopted Common Core State Standards (Conditions of Learning).</p>	<p>Implementation of State Standards</p>	<p>Develop continued capacity in examining the district's four essential questions. • What do we want our students to learn? • How do we know if they know it? • What do we do if they don't? • What do we do if they do? *Year 1: Sites will develop and implement a comprehensive Response to Intervention/Instruction (RTI). *Year 2 & 3: Sites will continue to implement and refine their RTI.</p>	<p>LEA-Wide</p>	<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>	<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>	<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>
<p>Goal 2: All staff will receive professional development to enhance PLC collaboration, share best instructional</p>	<p>Implementation of State Standards</p>	<p>CCUSD will implement the Common Core State Standards (CCSS). *Year 1: Continue to provide PD on the effective implementation of CCSS. Develop and utilize common formative assessments in ELA and math. * Year 2: Continue to refine and utilize common</p>	<p>LEA-Wide</p>	<p>Materials Adoption P.D.: \$40,000 Funding Source: Common Core year 1 - Title II year 2 and 3 Note: Implement professional</p>	<p>Materials Adoption P.D.: \$40,000 Funding Source: Common Core year 1 - Title II year 2 and 3 Note: Implement professional</p>	<p>Materials Adoption P.D.: \$40,000 Funding Source: Common Core year 1 - Title II year 2 and 3 Note: Implement professional</p>

<p>practices and programs, and implement effective 21st century classroom instruction aligned to the California adopted Common Core State Standards (Conditions of Learning).</p>		<p>formative assessments in ELA and math. Expand common formative assessments to other content areas. Review/monitor data and revise instructional strategies and assessments to increase effective teaching of the CCSS and student success. *Year 3: Continue to provide PD on the effective implementation of CCSS. Continue to refine and utilize common formative assessments in ELA and math. Expand common formative assessments to other content areas. Review/monitor data and revise instructional strategies and assessments to increase effective teaching of the CCSS and student success.</p>	LEA-Wide	<p>development on new materials adopted for ELA and math.</p> <p>Materials Adoption P.D.: \$10,000 Funding Source: Common Core year 1 - Title II year 2 and 3 Note: Implement professional development on new materials adopted for Next Generation Science Standards</p> <p>Instructional Assistant: \$12,700 Funding Source:</p>	<p>development on new materials adopted for ELA and math.</p> <p>Materials Adoption P.D.: \$10,000 Funding Source: Common Core year 1 - Title II year 2 and 3 Note: Implement professional development on new materials adopted for Next Generation Science Standards</p> <p>Instructional Assistant: \$13,200 Funding Source:</p>	<p>development on new materials adopted for ELA and math.</p> <p>Materials Adoption P.D.: \$10,000 Funding Source: Common Core year 1 - Title II year 2 and 3 Note: Implement professional development on new materials adopted for Next Generation Science Standards</p> <p>Instructional Assistant: \$13,600 Funding Source:</p>
<p>Goal 2: All staff will receive professional development to enhance PLC collaboration, share best instructional practices and programs, and implement effective 21st century classroom instruction aligned to the California adopted Common Core State Standards</p>	<p>Implementation of State Standards</p>	<p>CCUSD will implement the Next Generation Science Standards (NGSS). *Year 1: CCUSD will design and implement professional development to expose teachers to the NGSS. *Year 2: CCUSD will utilize the NGSS in the classrooms while continuing to receive professional development. *Year 3: CCUSD will review the implementation of the NGSS in the classrooms and provide professional development as necessary.</p>	LEA-Wide	<p>Materials Adoption P.D.: \$10,000 Funding Source: Common Core year 1 - Title II year 2 and 3 Note: Implement professional development on new materials adopted for Next Generation Science Standards</p> <p>Instructional Assistant: \$12,700 Funding Source:</p>	<p>Materials Adoption P.D.: \$10,000 Funding Source: Common Core year 1 - Title II year 2 and 3 Note: Implement professional development on new materials adopted for Next Generation Science Standards</p> <p>Instructional Assistant: \$13,200 Funding Source:</p>	<p>Materials Adoption P.D.: \$10,000 Funding Source: Common Core year 1 - Title II year 2 and 3 Note: Implement professional development on new materials adopted for Next Generation Science Standards</p> <p>Instructional Assistant: \$13,600 Funding Source:</p>

(Conditions of Learning).					<p>Base Note: Implementation of NGSS through STEM at EI Rincon</p> <p>Materials Adoption P.D.: \$10,000 Funding Source: Common Core year 1 - Title II year 2 and 3 Note: Implement professional development on new materials adopted for new ELD standards</p>	<p>Base Note: Implementation of NGSS through STEM at EI Rincon</p> <p>Materials Adoption P.D.: \$10,000 Funding Source: Common Core year 1 - Title II year 2 and 3 Note: Implement professional development on new materials adopted for new ELD standards</p>	<p>Base Note: Implementation of NGSS through STEM at EI Rincon</p> <p>Materials Adoption P.D.: \$10,000 Funding Source: Common Core year 1 - Title II year 2 and 3 Note: Implement professional development on new materials adopted for new ELD standards</p>
Goal 2: All staff will receive professional development to enhance PLC collaboration, share best instructional practices and programs, and implement effective 21st century classroom instruction aligned to the California adopted Common Core State Standards (Conditions of Learning).	Implementation of State Standards	CCUSD will support professional development on the English Language Development Standards. *Year 1: CCUSD will design and implement professional development to expose teachers and instructional assistants to the ELD standards. *Year 2: CCUSD will utilize the ELD standards in the classrooms while continuing to receive professional development. *Year 3: CCUSD will review the implementation of the ELD standards in the classrooms and provide professional development as necessary.	LEA-Wide				
Goal 3: To ensure open access to all courses, all students will be enrolled in all required areas of study to successfully prepare them for college and career (Conditions of Learning).	Course access	CCUSD will ensure access to the CCSS for all students with the same rigorous coursework regardless of program placement. *Years 1, 2, & 3: Sites will ensure that all teachers are implementing the CCSS in their classrooms.	LEA-Wide		<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>	<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>	<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>

<p>Goal 3: To ensure open access to all courses, all students will be enrolled in all required areas of study to successfully prepare them for college and career (Conditions of Learning).</p>	<p>Course access</p>	<p>CCUSD will successfully prepare all students for college and career by providing pathways to acceleration. • Math • Foreign Language • Science • Advanced Placement (AP) • ART • Career Technical Education(CTE) *Year 1: Implement the new Math Acceleration pathway. Implement the Dual Language (Spanish and Japanese) Program pathways. Continue to analyze, revise, and define pathways for students to ensure student access. Develop and define pathways for acceleration for all subjects. * Year 2 & 3: Continue to analyze, revise, and define pathways for students to ensure student access. Implement, review and revise pathways for acceleration for all subjects.</p>	<p>LEA-Wide</p>	<p>Pathway Development: \$6,200 Funding Source: Common Core and Title II Note: The district will provide subs for release time to leadership teams and/or additional extra assignment hours to assess pathways.</p>	<p>Pathway Development: \$2,500 Funding Source: Common Core and Title II Note: The district will provide subs for release time to leadership teams and/or additional extra assignment hours to assess pathways.</p>	<p>Pathway Development: \$2,500 Funding Source: Common Core and Title II Note: The district will provide subs for release time to leadership teams and/or additional extra assignment hours to assess pathways.</p>
<p>Goal 3: To ensure open access to all courses, all students will be enrolled in all required areas of study to successfully prepare them for college and career (Conditions of Learning).</p>	<p>Course access</p>	<p>CCUSD will ensure all students have access to a-g classes: *Years 1, 2, & 3: Conduct data analysis and eliminate barriers to a-g courses for all students.</p>	<p>LEA-Wide</p>	<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>	<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>	<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>
<p>Goal 3: To ensure open</p>	<p>Course access</p>	<p>CCUSD will provide equitable access to arts</p>	<p>LEA-Wide</p>	<p>Music Teacher: \$55,000</p>	<p>Music Teacher: \$57,000</p>	<p>Music Teacher: \$59,000</p>

<p>access to all courses, all students will be enrolled in all required areas of study to successfully prepare them for college and career (Conditions of Learning).</p>		<p>education for all students in a sequential, articulated program that includes visual art, dance, music, theater, and media arts per district art matrix.</p>	LEA-Wide	<p>Funding Source: Base Note: Employ a K - 12 music teacher to implement and enhance music throughout the district. Visual Arts K-8: \$30,000 Funding Source: Base and Donations Note: Expand the K-8 visual arts programs throughout the district. Funding provided through base funding of \$2,000 per site and donation funding of \$3,000 per site at each elementary school and the middle school.</p>	<p>Funding Source: Base Note: Employ a K - 12 music teacher to implement and enhance music throughout the district. Visual Arts K-8: \$30,000 Funding Source: Base and Donations Note: Expand the K-8 visual arts programs throughout the district. Funding provided through base funding of \$2,000 per site and donation funding of \$3,000 per site at each elementary school and the middle school.</p>	<p>Funding Source: Base Note: Employ a K - 12 music teacher to implement and enhance music throughout the district. Visual Arts K-8: \$30,000 Funding Source: Base and Donations Note: Expand the K-8 visual arts programs throughout the district. Funding provided through base funding of \$2,000 per site and donation funding of \$3,000 per site at each elementary school and the middle school.</p>
<p>Goal 3: To ensure open access to all courses, all students will be enrolled in all required areas of study to successfully prepare them for college and career (Conditions of</p>	<p>Course access</p>	<p>Sites will disaggregate data and ensure open access to a-g, Advanced Placement, honors, and the Arts Integration Program classes for all students.</p>	LEA-Wide	<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>	<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>	<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>

Learning).	Pupil achievement; Other pupil outcomes	CCUSD will continue to appropriately place and support all students to ensure they will progress academically through each grade level. *Year 1: Analyze data to refine support for student achievement. *Year 2 & 3: Continue to analyze data to refine support for student achievement.	LEA-Wide	<p>Student Achievement School Allocation: \$425,000 Funding Source: Base Note: Each site will develop their Single Plan for Student Achievement to specify how funding will be allocated to meet this Action.</p> <p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>	<p>Student Achievement School Allocation: \$425,000 Funding Source: Base Note: Each site will develop their Single Plan for Student Achievement to specify how funding will be allocated to meet this Action.</p> <p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>	<p>Student Achievement School Allocation: \$425,000 Funding Source: Base Note: Each site will develop their Single Plan for Student Achievement to specify how funding will be allocated to meet this Action.</p> <p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>
Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).	Pupil achievement; Other pupil outcomes	CCUSD will continue to provide professional development for teaching content, building capacity, and improving instruction. *Year 1: Review data, design and implement a comprehensive professional development program (e.g. Guided Reading, CCSS Implementation, BTSA /PAR, Arts Integration Program,	LEA-Wide	<p>Instructional Specialists: \$206,500 Funding Source: Common Core, Base and Title II Note: Instructional Specialists will be utilized to design and</p>	<p>Instructional Specialists: \$209,000 Funding Source: Common Core, Base and Title II Note: Instructional Specialists will be utilized to design and</p>	<p>Instructional Specialists: \$213,000 Funding Source: Common Core, Base and Title II Note: Instructional Specialists will be utilized to design and</p>

end of 12th grade (Pupil Outcomes).		GATE, etc.) *Year 2 & 3: Review data and continue to implement a comprehensive professional development program based on results.		implement a district wide professional development program for teachers and instructional assistants. Arts Integration Program (AIP): \$10,000 Funding Source: Base Note: Funding for the Los Angeles Music Center AIP program for grades 2-5 at all elementary sites.	implement a district wide professional development program for teachers and instructional assistants. Arts Integration Program (AIP): \$10,000 Funding Source: Base Note: Funding for the Los Angeles Music Center AIP program for grades 2-5 at all elementary sites.	implement a district wide professional development program for teachers and instructional assistants. Arts Integration Program (AIP): \$10,000 Funding Source: Base Note: Funding for the Los Angeles Music Center AIP program for grades 2-5 at all elementary sites.
Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).	Pupil achievement; Other pupil outcomes	Continue to implement the Math Leadership Core (MLC) at the secondary sites to improve instruction and student outcomes. *Year 1, 2, & 3: Increase the number of teachers participating in the training and implementation of MLC.	LEA-Wide	Instructional Coaching: \$83,612 Funding Source: Base Note: .5 FTE teacher for CCMS and .5 FTE teacher for CCHS	Instructional Coaching: \$85,612 Funding Source: Base Note: .5 FTE teacher for CCMS and .5 FTE teacher for CCHS	Instructional Coaching: \$87,612 Funding Source: Base Note: .5 FTE teacher for CCMS and .5 FTE teacher for CCHS
Goal 4: Every student will progress academically through each grade level ensuring college and career	Pupil achievement; Other pupil outcomes	Expand the math professional development through the ART of TEACHING at the elementary sites. *Year 1, 2, & 3: Increase the number of participating in the ART of TEACHING with the use of Cognitive Guided Instruction	LEA-Wide	Substitutes: \$10,000 Funding Source: Base Note: Provide subs for release time to train additional teachers in the ART of	Substitutes: \$10,000 Funding Source: Base Note: Provide subs for release time to train additional teachers in the ART of	Substitutes: \$10,000 Funding Source: Base Note: Provide subs for release time to train additional teachers in the ART of

<p>readiness by the end of 12th grade (Pupil Outcomes).</p>		(CGI.)			TEACHING.	TEACHING.	TEACHING.
<p>Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).</p>	<p>Pupil achievement; Other pupil outcomes</p>	<p>Continue to train our administrators and teacher leaders to become experts in data analysis (e.g. School City, Aeries, etc.)</p>	LEA-Wide		<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>	<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>	<p>Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.</p>
<p>Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).</p>	<p>Pupil achievement; Other pupil outcomes</p>	<p>Continue the development and implementation of effective Professional Learning Community teams with the focus on "what do we do when students don't learn, and what do we do when they do?" (Question 3 and 4.) *Year 1: PLCs will review data by student and by standard/need to ensure success for all. *Year 2 & 3: PLCs will review individual and group student outcomes</p>	LEA-Wide		<p>PLC: \$0 Funding Source: Base Note: Refer back to Goal 2 for expenditures</p>	<p>PLC: \$0 Funding Source: Base Note: Refer back to Goal 2 for expenditures</p>	<p>PLC: \$0 Funding Source: Base Note: Refer back to Goal 2 for expenditures</p>

		and address their needs to ensure success.				Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.	Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.	Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.
Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).	Pupil achievement; Other pupil outcomes	CCUSD will ensure students are college and career ready and successfully complete a-g requirements. *Year 1: PLCs will review data by student and by standard/need to ensure success for all. *Year 2 & 3: PLCs will review individual and group student outcomes and address their needs to ensure success.	LEA-Wide			Professional Learning Communities: \$0 Funding Source: Base Note: Additional support will be provided through a .5 FTE teacher to each Title I site. Additional Support: \$62,100 Funding Source: Base Note: Additional support will be provided through a .5 FTE teacher to each Title I site.	Professional Learning Communities: \$0 Funding Source: Base Note: Additional support will be provided through a .5 FTE teacher to each Title I site. Additional Support: \$64,000 Funding Source: Base Note: Additional support will be provided through a .5 FTE teacher to each Title I site.	Professional Learning Communities: \$0 Funding Source: Base Note: Additional support will be provided through a .5 FTE teacher to each Title I site. Additional Support: \$66,000 Funding Source: Base Note: Additional support will be provided through a .5 FTE teacher to each Title I site.
Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).	Pupil achievement; Other pupil outcomes	CCUSD will continue to review district physical education programs to encourage all students to be healthy. * Year 1, 2, & 3: Sites will review data results including student performance on the California Physical Fitness Test and revise programs as needed.	LEA-Wide			Physical Education PLC: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.	Physical Education PLC: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.	Physical Education PLC: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.
Goal 4: Every student will	Pupil achievement; Other pupil	CCUSD will provide students with Linked to Learning opportunities (Connecting	LEA-Wide			CTE Programs: \$23,000 Funding Source:	CTE Programs: \$23,000 Funding Source:	CTE Programs: \$23,000 Funding Source:

progress academically through each grade level ensuring career and career readiness by the end of 12th grade (Pupil Outcomes).	outcomes	strong academics with real world experiences) through all classes including career and technical education (CTE)AVPA, and ROP. *Year 1, 2, & 3: Sites will provide Linked To Learning opportunity that are aligned the new standards for Career Ready Practice.			Perkins Note: Funding will continue to be allocated to implement and improve CTE programs. ROP Programs: \$0 Funding Source: Los Angeles County ROP Note: ROP programs will continue to be implemented.	Perkins Note: Funding will continue to be allocated to implement and improve CTE programs. ROP Programs: \$0 Funding Source: Los Angeles County ROP Note: ROP programs will continue to be implemented.	Perkins Note: Funding will continue to be allocated to implement and improve CTE programs. ROP Programs: \$0 Funding Source: Los Angeles County ROP Note: ROP programs will continue to be implemented.
Goal 4: Every student will academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).	Pupil achievement; Other pupil outcomes	Increase opportunities for students to perform community service. * Year 1, 2, & 3: Sites and the district will continue to partner with the community and businesses to increase community service opportunities.	LEA-Wide		Partnerships: \$0 Funding Source: Base Note: Sites will work with the community to develop partnerships. No expenditures required.	Partnerships: \$0 Funding Source: Base Note: Sites will work with the community to develop partnerships. No expenditures required.	Partnerships: \$0 Funding Source: Base Note: Sites will work with the community to develop partnerships. No expenditures required.
Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).	Pupil achievement; Other pupil outcomes	CCUSD will continue to provide students with the opportunity to become fluent in Japanese or Spanish.	LEA-Wide		Elementary Support: \$144,940 Funding Source: Base Note: Provide additional elementary support to include 1 FTE teacher at La Ballona and 1 FTE teacher at	Elementary Support: \$146,940 Funding Source: Base Note: Provide additional elementary support to include 1 FTE teacher at La Ballona and 1 FTE teacher at	Elementary Support: \$148,940 Funding Source: Base Note: Provide additional elementary support to include 1 FTE teacher at La Ballona and 1 FTE teacher at

			LEA-Wide	<p>El Marino CCMS Expansion: \$23,250 Funding Source: Base Note: Provide an additional .4 FTE teacher. La Ballona 5th grade immersion: \$79,760 Funding Source: Base Note: Expand La Ballona Immersion program to 5th grade.</p>	<p>El Marino CCMS Expansion: \$24,000 Funding Source: Base Note: Provide an additional .4 FTE teacher. La Ballona 5th grade immersion: \$81,760 Funding Source: Base Note: Expand La Ballona Immersion program to 5th grade.</p>	<p>El Marino CCMS Expansion: \$24,500 Funding Source: Base Note: Provide an additional .4 FTE teacher. La Ballona 5th grade immersion: \$83,760 Funding Source: Base Note: Expand La Ballona Immersion program to 5th grade.</p>
<p>Goal 5: Engage, inform, and educate all stakeholders (Engagement).</p>	<p>Parent involvement</p>	<p>Improve communication with parents and continue to seek their input at all sites. *Years 1, 2, & 3: Continue to improve the process of dissemination and collection of information (e.g. phone, email, fliers, surveys, meetings, newsletters).</p>	<p>LEA-Wide</p>	<p>Communication: \$0 Funding Source: Base Note: Site specific activities will be determined by the Single Plan for Student</p>	<p>Communication: \$0 Funding Source: Base Note: Site specific activities will be determined by the Single Plan for Student</p>	<p>Communication: \$0 Funding Source: Base Note: Site specific activities will be determined by the Single Plan for Student</p>

					Achievement and funded from the site Student Achievement funding.	Achievement and funded from the site Student Achievement funding.	Achievement and funded from the site Student Achievement funding.
Goal 5: Engage, Inform, and educate all stakeholders (Engagement).	Parent involvement	Sites will shift from parent participation opportunities to Linked to Learning (connecting families to teaching and learning goals)for parents.	LEA-Wide		Linked to Learning: \$0 Funding Source: Base Note: Site specific activities will be determined by the Single Plan for Student Achievement and funded from the site Student Achievement funding.	Linked to Learning: \$0 Funding Source: Base Note: Site specific activities will be determined by the Single Plan for Student Achievement and funded from the site Student Achievement funding.	Linked to Learning: \$0 Funding Source: Base Note: Site specific activities will be determined by the Single Plan for Student Achievement and funded from the site Student Achievement funding.
Goal 5: Engage, Inform, and educate all stakeholders (Engagement).	Parent involvement	Expand parent education based on parent feedback to increase the capabilities, connections, cognition, and confidence of our parents (USDE Partners in Education: Framework Program Goals): • ABI access / parent portal • Common Core • College and career • Math • ELA / ELD • Parenting classes • Adult education (GED, HS Diploma, ESL)	LEA-Wide		Parent Education: \$0 Funding Source: Base Note: Site specific activities will be determined by the Single Plan for Student Achievement and funded from the site Student Achievement funding.	Parent Education: \$0 Funding Source: Base Note: Site specific activities will be determined by the Single Plan for Student Achievement and funded from the site Student Achievement funding.	Parent Education: \$0 Funding Source: Base Note: Site specific activities will be determined by the Single Plan for Student Achievement and funded from the site Student Achievement funding.
Goal 5: Engage, Inform, and educate all stakeholders (Engagement).	Parent involvement	Expand email system to all district employees to improve stakeholder communication	LEA-Wide		Expansion of Email System: \$0 Funding Source: Base Note: Provide email access to all district employees	Expansion of Email System: \$0 Funding Source: Base Note: Provide email access to all district employees	Expansion of Email System: \$0 Funding Source: Base Note: Provide email access to all district employees

Goal 6: Ensure every student is connected to school through academics, athletics, the arts and/or a relationship with a caring adult (Engagement).	Pupil engagement	Sites will analyze graduation rates, dropouts, and chronic absenteeism by student to address the needs of at-risk students.	LEA-Wide	Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.	Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.	Professional Learning Communities: \$0 Funding Source: Base Note: Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.
Goal 6: Ensure every student is connected to school through academics, athletics, the arts and/or a relationship with a caring adult (Engagement).	Pupil engagement	The district will utilize multiple programs to reduce the number of non-graduates and dropouts through: • Credit recovery • I Academy • Continuation High School • Summer School	LEA-Wide	Credit Recovery Programs: \$0 Funding Source: Base Note: The district will utilize existing programs at no additional costs. Instructional Specialist: \$103,250 Funding Source: Base Note: The addition of an instructional specialist is required due to the expansion of these additional student support programs. I Academy Teacher: \$94,750 Funding Source: Base Note: The creation of the IAcademy	Credit Recovery Programs: \$0 Funding Source: Base Note: The district will utilize existing programs at no additional costs. Instructional Specialist: \$104,500 Funding Source: Base Note: The addition of an instructional specialist is required due to the expansion of these additional student support programs. I Academy Teacher: \$96,750 Funding Source: Base Note: The creation of the IAcademy	Credit Recovery Programs: \$0 Funding Source: Base Note: The district will utilize existing programs at no additional costs. Instructional Specialist: \$106,500 Funding Source: Base Note: The addition of an instructional specialist is required due to the expansion of these additional student support programs. I Academy Teacher: \$98,750 Funding Source: Base Note: The creation of the IAcademy

Goal 6: Ensure every student is connected to school through academics, athletics, the arts and/or a relationship with a caring adult (Engagement).	Pupil engagement	CCUSD will expand family and student support services by redefining the district's role in student support activities and evaluating and responding to the student needs. • Crisis Intervention • Whole Child Programs • Mental health services • Medical health services • School counseling • Link families with social services	LEA-Wide	necessitates the hiring of 1 teacher. Director For School and Family Support Services: \$139,876 Funding Source: Base Note: Restructuring of Pupil Services into School and Family Support Services includes the position change to the Director For School and Family Support Services and no additional cost Administrative Assistant For School and Family Support Services: \$50,513 Funding Source: Base Note: Restructuring of Pupil Services into School and Family Support Services includes the addition of Administrative Assistant For School and Family Support Services	necessitates the hiring of 1 teacher. Director For School and Family Support Services: \$144,073 Funding Source: Base Note: Restructuring of Pupil Services into School and Family Support Services includes the position change to the Director For School and Family Support Services and no additional cost Administrative Assistant For School and Family Support Services: \$53,257 Funding Source: Base Note: Restructuring of Pupil Services into School and Family Support Services includes the addition of Administrative Assistant For School and Family Support Services	necessitates the hiring of 1 teacher. Director For School and Family Support Services: \$148,395 Funding Source: Base Note: Restructuring of Pupil Services into School and Family Support Services includes the position change to the Director For School and Family Support Services and no additional cost Administrative Assistant For School and Family Support Services: \$54,954 Funding Source: Base Note: Restructuring of Pupil Services into School and Family Support Services includes the addition of Administrative Assistant For School and Family Support Services
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Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).	Pupil engagement	As CCUSD ensures that every student is connected to school, sites will continue to offer a variety of activities (Arts programs, clubs, and athletics).	LEA-Wide	Continuing of Existing Programs: \$0 Funding Source: Base Note: The district will utilize existing programs at no additional cost.	Continuing of Existing Programs: \$0 Funding Source: Base Note: The district will utilize existing programs at no additional cost.	Continuing of Existing Programs: \$0 Funding Source: Base Note: The district will utilize existing programs at no additional cost.
Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).	Pupil engagement	Sites will continue to provide student intervention and enrichment by reviewing and revising current programs to increase access • AEIOU (CCMS) • Peer tutoring (CCHS) • Elementary Intervention • AVID (Secondary) • Arts Education • Project Based Learning • Career & Technical Education	LEA-Wide	Intervention and Enrichment: \$0 Funding Source: Base Note: The district will utilize existing programs at no additional cost.	Intervention and Enrichment: \$0 Funding Source: Base Note: The district will utilize existing programs at no additional cost.	Intervention and Enrichment: \$0 Funding Source: Base Note: The district will utilize existing programs at no additional cost.
Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).	Pupil engagement	Sites will ensure that every student is connected to a caring adult.	LEA-Wide	Big Brother / Big Sister: \$0 Funding Source: Base Note: The district will partner with the Big Brother and Big Sister Programs to provide mentors for our students.	Big Brother / Big Sister: \$0 Funding Source: Base Note: The district will partner with the Big Brother and Big Sister Programs to provide mentors for our students.	Big Brother / Big Sister: \$0 Funding Source: Base Note: The district will partner with the Big Brother and Big Sister Programs to provide mentors for our students.
Goal 7: Provide a school environment which	School climate	Provide a secure and safe environment through controlled access points, visible security guards,	LEA-Wide	Professional Development: \$5,000 Funding Source:	Professional Development: \$5,000 Funding Source:	Professional Development: \$5,000 Funding Source:

<p>establishes physical and emotional security, facilitates responsible decision making, and ensures learning (Engagement).</p>		<p>gates surveillance, PA system, etc.</p>		<p>Base Note: PD for security related to school climate and safety.</p>
<p>Goal 7: Provide a school environment which establishes physical and emotional security, facilitates responsible decision making, and ensures learning (Engagement).</p>	<p>School climate</p>	<p>Continue to collaborate with local agencies to increase the effectiveness of school safety plans (e.g. CCPD) and training of staff in Community Emergency Response Teams (CERT).</p>	<p>LEA-Wide</p>	<p>CERT Training: \$2,000 Funding Source: Base Note: Providing substitutes for district staff to be CERT certified</p>
<p>Goal 7: Provide a school environment which establishes physical and emotional security, facilitates responsible decision making, and</p>	<p>School climate</p>	<p>Connect students to local resources to support their health and welfare. • Summer lunch program • Backpacks • Culver Closer • Etc.</p>	<p>LEA-Wide</p>	<p>CERT Training: \$1,000 Funding Source: Base Note: Providing substitutes for district staff to be CERT certified</p>
				<p>CERT Training: \$1,000 Funding Source: Base Note: Providing substitutes for district staff to be CERT certified</p>
				<p>Expanding Resources: \$0 Funding Source: Base Note: The district will utilize existing programs at no additional cost.</p>
				<p>Expanding Resources: \$0 Funding Source: Base Note: The district will utilize existing programs at no additional cost.</p>
				<p>Expanding Resources: \$0 Funding Source: Base Note: The district will utilize existing programs at no additional cost.</p>

ensures learning (Engagement).	School climate	Sites will review, revise, and expand as needed programs that encourage positive behavior (i.e. "Be Nice," Positive Behavior Intervention and Supports, and other means of correction).	LEA-Wide	Positive Programs: \$0 Funding Source: Base Note: The district will utilize and expand existing programs at no additional cost.	Positive Programs: \$0 Funding Source: Base Note: The district will utilize and expand existing programs at no additional cost.	Positive Programs: \$0 Funding Source: Base Note: The district will utilize and expand existing programs at no additional cost.
Goal 7: Provide a school environment which establishes physical and cultivates emotional security, facilitates responsible decision making, and ensures learning (Engagement).	School climate	Sites will review, revise, and expand as needed programs that encourage positive behavior (i.e. "Be Nice," Positive Behavior Intervention and Supports, and other means of correction).	LEA-Wide	Positive Programs: \$0 Funding Source: Base Note: The district will utilize and expand existing programs at no additional cost.	Positive Programs: \$0 Funding Source: Base Note: The district will utilize and expand existing programs at no additional cost.	Positive Programs: \$0 Funding Source: Base Note: The district will utilize and expand existing programs at no additional cost.

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized area of instruction utilizing standards-aligned instructional materials in school facilities that are in good repair (Conditions of Learning).	Basic	English learners: Provide supplemental assistance and materials including print and 21st century tools and technology. *Year 1, 2, and 3: Sites will analyze the efficacy of the supplemental assistance and materials and continue to provide the assistance and materials as needed based on pupil outcome data.	Targeted		Supplemental Materials: \$0 Funding Source: LCFE Supplemental Note: Provide supplemental materials and supplies. (Costs accounted for in Goal 4 Pupil Outcomes) ELA Intervention Materials: \$5,000 Funding Source: LCFE Supplemental Note: Intervention materials to be used at the elementary sites to address reading deficiencies.	Supplemental Materials: \$0 Funding Source: LCFE Supplemental Note: Provide supplemental materials and supplies. (Costs accounted for in Goal 4 Pupil Outcomes) ELA Intervention Materials: \$5,000 Funding Source: LCFE Supplemental Note: Intervention materials to be used at the elementary sites to address reading deficiencies.	Supplemental Materials: \$0 Funding Source: LCFE Supplemental Note: Provide supplemental materials and supplies. (Costs accounted for in Goal 4 Pupil Outcomes) ELA Intervention Materials: \$5,000 Funding Source: LCFE Supplemental Note: Intervention materials to be used at the elementary sites to address reading deficiencies.
				Intervention Reading Library: \$8,000	Intervention Reading Library: \$10,000	Intervention Reading Library: \$12,000	

<p>Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized area of instruction utilizing standards-aligned instructional materials in school facilities that are in good repair (Conditions of Learning).</p>	<p>Basic</p>	<p>Low income pupils: Provide supplemental assistance and materials including print and 21st century tools and technology. *Year 1, 2, and 3: Sites will analyze the efficacy of the supplemental assistance and materials and continue to provide the assistance and materials as needed based on pupil outcome data.</p>	<p>Targeted</p>	<p>Funding Source: LCFF Supplemental Note: Reading libraries will be purchased for use with the ELA reading interventions. Reading Coach Stipends: \$1,000 Funding Source: LCFF Supplemental Note: Provide stipends for teachers taking on the additional role of reading coaches.</p>	<p>Funding Source: LCFF Supplemental Note: Reading libraries will be purchased for use with the ELA reading interventions. Reading Coach Stipends: \$1,000 Funding Source: LCFF Supplemental Note: Provide stipends for teachers taking on the additional role of reading coaches.</p>	<p>Funding Source: LCFF Supplemental Note: Reading libraries will be purchased for use with the ELA reading interventions. Reading Coach Stipends: \$1,000 Funding Source: LCFF Supplemental Note: Provide stipends for teachers taking on the additional role of reading coaches.</p>
<p>Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized area of instruction utilizing standards-aligned instructional materials in school facilities that are in good repair (Conditions of Learning).</p>	<p>Basic</p>	<p>Low income pupils: Provide supplemental assistance and materials including print and 21st century tools and technology. *Year 1, 2, and 3: Sites will analyze the efficacy of the supplemental assistance and materials and continue to provide the assistance and materials as needed based on pupil outcome data.</p>	<p>Targeted</p>	<p>Supplemental Materials: \$0 Funding Source: LCFF Supplemental Note: Provide supplemental materials and supplies. (Costs accounted for in Goal 4 Pupil Outcomes) ELA Intervention Materials: \$20,000 Funding Source: LCFF Supplemental Note: Intervention materials to be</p>	<p>Supplemental Materials: \$0 Funding Source: LCFF Supplemental Note: Provide supplemental materials and supplies. (Costs accounted for in Goal 4 Pupil Outcomes) ELA Intervention Materials: \$20,000 Funding Source: LCFF Supplemental Note: Intervention materials to be</p>	<p>Supplemental Materials: \$0 Funding Source: LCFF Supplemental Note: Provide supplemental materials and supplies. (Costs accounted for in Goal 4 Pupil Outcomes) ELA Intervention Materials: \$20,000 Funding Source: LCFF Supplemental Note: Intervention materials to be</p>

				<p>used at the elementary sites to address reading deficiencies.</p> <p>Intervention Reading Library: \$32,000 Funding Source: LCFF Supplemental Note: Reading libraries will be purchased for use with the ELA reading interventions.</p> <p>Reading Coach Stipends: \$2,500 Funding Source: LCFF Supplemental Note: Provide stipends for teachers taking on the additional role of reading coaches.</p>	<p>used at the elementary sites to address reading deficiencies.</p> <p>Intervention Reading Library: \$40,000 Funding Source: LCFF Supplemental Note: Reading libraries will be purchased for use with the ELA reading interventions.</p> <p>Reading Coach Stipends: \$2,500 Funding Source: LCFF Supplemental Note: Provide stipends for teachers taking on the additional role of reading coaches.</p>	<p>used at the elementary sites to address reading deficiencies.</p> <p>Intervention Reading Library: \$48,000 Funding Source: LCFF Supplemental Note: Reading libraries will be purchased for use with the ELA reading interventions.</p> <p>Reading Coach Stipends: \$2,500 Funding Source: LCFF Supplemental Note: Provide stipends for teachers taking on the additional role of reading coaches.</p>
<p>Goal 2: All staff will receive professional development to enhance PLC collaboration, share best instructional practices and programs, and implement effective 21st century classroom instruction aligned to the California</p>	<p>Implementation of State Standards</p>	<p>Low income pupils: CCUSD will continue to provide professional development to enhance instructional practices to close the achievement gap. *Year 1, 2, & 3: Review and revise the professional development plan to enhance instructional practices.</p>	<p>Targeted</p>	<p>Educational Specialists: \$208,000 Funding Source: LCFF Supplemental Note: Provide educational specialists to develop and provide professional development to</p>	<p>Educational Specialists: \$211,900 Funding Source: LCFF Supplemental Note: Provide educational specialists to develop and provide professional development to</p>	<p>Educational Specialists: \$214,500 Funding Source: LCFF Supplemental Note: Provide educational specialists to develop and provide professional development to</p>

adopted Common Core
State Standards
(Conditions of
Learning).

enhance instruction.	enhance instruction.	enhance instruction.
Reading Intervention Materials: \$13,000	Reading Intervention Materials: \$13,000	Reading Intervention Materials: \$13,000
Funding Source: LCF Supplemental	Funding Source: LCF Supplemental	Funding Source: LCF Supplemental
Note: Materials required to perform professional development	Note: Materials required to perform professional development	Note: Materials required to perform professional development
Reading Intervention PD: \$19,500	Reading Intervention PD: \$19,500	Reading Intervention PD: \$19,500
Funding Source: LCF Supplemental	Funding Source: LCF Supplemental	Funding Source: LCF Supplemental
Note: Substitutes for teachers and instructional assistants for release time and extra assignment hours as needed.	Note: Substitutes for teachers and instructional assistants for release time and extra assignment hours as needed.	Note: Substitutes for teachers and instructional assistants for release time and extra assignment hours as needed.
Phase II Reading Intervention Materials: \$3,250	Phase II Reading Intervention Materials: \$3,250	Phase II Reading Intervention Materials: \$3,250
Funding Source: LCF Supplemental	Funding Source: LCF Supplemental	Funding Source: LCF Supplemental
Note: Provide materials required for advanced training in ELA	Note: Provide materials required for advanced training in ELA	Note: Provide materials required for advanced training in ELA

<p>Goal 2: All staff will receive professional development to enhance PLC collaboration, share best instructional practices and programs, and implement effective 21st century classroom instruction aligned to the California adopted Common Core State Standards (Conditions of Learning).</p>	<p>Implementation of State Standards</p>	<p>Foster youth: CCUSD will continue to provide professional development to enhance instructional practices to close the achievement gap. *Year 1, 2, & 3: Review and revise the professional development plan to enhance instructional practices.</p>	<p>Targeted</p>	<p>reading intervention, Phase II Reading Intervention PD: \$9,750 Funding Source: LCF Supplemental Note: Substitutes for teachers and instructional assistants for release time and extra assignment hours as needed.</p>	<p>reading intervention, Phase II Reading Intervention PD: \$9,750 Funding Source: LCF Supplemental Note: Substitutes for teachers and instructional assistants for release time and extra assignment hours as needed.</p>	<p>reading intervention, Phase II Reading Intervention PD: \$9,750 Funding Source: LCF Supplemental Note: Substitutes for teachers and instructional assistants for release time and extra assignment hours as needed.</p>
				<p>Educational Specialists: \$96,000 Funding Source: LCF Supplemental Note: Provide educational specialists to develop and provide professional development to enhance instruction.</p>	<p>Educational Specialists: \$97,800 Funding Source: LCF Supplemental Note: Provide educational specialists to develop and provide professional development to enhance instruction.</p>	<p>Educational Specialists: \$99,000 Funding Source: LCF Supplemental Note: Provide educational specialists to develop and provide professional development to enhance instruction.</p>
				<p>Reading Intervention Materials: \$6,000 Funding Source: LCF Supplemental Note: Materials required to</p>	<p>Reading Intervention Materials: \$6,000 Funding Source: LCF Supplemental Note: Materials required to</p>	<p>Reading Intervention Materials: \$6,000 Funding Source: LCF Supplemental Note: Materials required to</p>

perform professional development	perform professional development	perform professional development
Reading Intervention PD: \$9,000	Reading Intervention PD: \$9,000	Reading Intervention PD: \$9,000
Funding Source: LCF	Funding Source: LCF	Funding Source: LCF
Note: Substitutes for teachers and instructional assistants for release time and extra assignment hours as needed.	Note: Substitutes for teachers and instructional assistants for release time and extra assignment hours as needed.	Note: Substitutes for teachers and instructional assistants for release time and extra assignment hours as needed.
Phase II Reading Intervention Materials: \$1,500	Phase II Reading Intervention Materials: \$1,500	Phase II Reading Intervention Materials: \$1,500
Funding Source: LCF	Funding Source: LCF	Funding Source: LCF
Note: Provide materials required for advanced training in ELA reading intervention.	Note: Provide materials required for advanced training in ELA reading intervention.	Note: Provide materials required for advanced training in ELA reading intervention.
Phase II Reading Intervention PD: \$4,500	Phase II Reading Intervention PD: \$4,500	Phase II Reading Intervention PD: \$4,500
Funding Source: LCF	Funding Source: LCF	Funding Source: LCF
Note: Substitutes for teachers and	Note: Substitutes for teachers and	Note: Substitutes for teachers and

<p>Goal 2: All staff will receive professional development to enhance PLC collaboration, share best instructional practices and programs, and implement effective 21st century classroom instruction aligned to the California adopted Common Core State Standards (Conditions of Learning).</p>	<p>Implementation of State Standards</p>	<p>English learners; Redesignated fluent English proficient pupils; CCUSD will continue to provide professional development to enhance instructional practices to close the achievement gap. *Year 1, 2, & 3: Review and revise the professional development plan to enhance instructional practices.</p>	<p>Targeted</p>	<p>Instructional assistants for release time and extra assignment hours as needed.</p>	<p>Instructional assistants for release time and extra assignment hours as needed.</p>	<p>Instructional assistants for release time and extra assignment hours as needed.</p>
				<p>Reading Intervention PD: \$1,500 Funding Source: LCF Supplemental Note: Substitutes for teachers and</p>	<p>Reading Intervention PD: \$1,500 Funding Source: LCF Supplemental Note: Substitutes for teachers and</p>	<p>Reading Intervention PD: \$1,500 Funding Source: LCF Supplemental Note: Substitutes for teachers and</p>
				<p>Reading Intervention Materials: \$1,000 Funding Source: LCF Supplemental Note: Materials required to perform professional development</p>	<p>Reading Intervention Materials: \$1,000 Funding Source: LCF Supplemental Note: Materials required to perform professional development</p>	<p>Reading Intervention Materials: \$1,000 Funding Source: LCF Supplemental Note: Materials required to perform professional development</p>
				<p>Reading Intervention PD: \$1,500 Funding Source: LCF Supplemental Note: Substitutes for teachers and</p>	<p>Reading Intervention PD: \$1,500 Funding Source: LCF Supplemental Note: Substitutes for teachers and</p>	<p>Reading Intervention PD: \$1,500 Funding Source: LCF Supplemental Note: Substitutes for teachers and</p>

			Targeted	<p>Instructional assistants for release time and extra assignment hours as needed.</p> <p>Phase II Reading Intervention Materials: \$500 Funding Source: LCF Supplemental Note: Provide materials required for advanced training in ELA reading intervention.</p> <p>Phase II Reading Intervention PD: \$1,500 Funding Source: LCF Supplemental Note: Substitutes for teachers and instructional assistants for release time and extra assignment hours as needed.</p>	<p>Instructional assistants for release time and extra assignment hours as needed.</p> <p>Phase II Reading Intervention Materials: \$500 Funding Source: LCF Supplemental Note: Provide materials required for advanced training in ELA reading intervention.</p> <p>Phase II Reading Intervention PD: \$1,500 Funding Source: LCF Supplemental Note: Substitutes for teachers and instructional assistants for release time and extra assignment hours as needed.</p>	<p>Instructional assistants for release time and extra assignment hours as needed.</p> <p>Phase II Reading Intervention Materials: \$500 Funding Source: LCF Supplemental Note: Provide materials required for advanced training in ELA reading intervention.</p> <p>Phase II Reading Intervention PD: \$1,500 Funding Source: LCF Supplemental Note: Substitutes for teachers and instructional assistants for release time and extra assignment hours as needed.</p>
<p>Goal 3: To ensure open access to all courses, all students will be enrolled in all</p>	<p>Course access</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; CCUSD will utilize</p>	<p>Targeted</p>	<p>Professional Development for Teachers: \$0 Funding Source: LCF Supplemental</p>	<p>Professional Development for Teachers: \$0 Funding Source: LCF Supplemental</p>	<p>Professional Development for Teachers: \$0 Funding Source: LCF Supplemental</p>

<p>required areas of study to successfully prepare them for college and career (Conditions of Learning).</p>		<p>disaggregated data to provide supplemental services and materials to ensure access to the CCSS. *Year 1, 2, & 3: Sites will use data to provide supplemental services and materials as needed.</p>	Targeted	<p>Note: Professional Development for Teachers - Cost accounted for in Goal 4 - Pupil Outcomes</p>	<p>Note: Professional Development for Teachers - Cost accounted for in Goal 4 - Pupil Outcomes</p>	<p>Note: Professional Development for Teachers - Cost accounted for in Goal 4 - Pupil Outcomes</p>
<p>Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).</p>	<p>Pupil achievement; Other pupil outcomes</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: CCUSD will continue to provide intervention support to ensure success for students including: • Initial data analysis for selection of students in intervention programs • PD for teachers. (see Implementation of State Standards) • Supplemental materials (see Basic Services) • Intervention structure to monitor student progress • Refine interventions based on evidence.</p>		<p>Parent Education - Site Allocation: \$50,000 Funding Source: LCFF Supplemental Note: Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.</p>	<p>Parent Education - Site Allocation: \$50,000 Funding Source: LCFF Supplemental Note: Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.</p>	<p>Parent Education - Site Allocation: \$50,000 Funding Source: LCFF Supplemental Note: Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.</p>

support are listed here.	support are listed here.	support are listed here.
Online Materials - Site Allocation: \$100,000	Online Materials - Site Allocation: \$125,000	Online Materials - Site Allocation: \$125,000
Funding Source: LCF Supplemental	Funding Source: LCF Supplemental	Funding Source: LCF Supplemental
Note: Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.	Note: Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.	Note: Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.
Print Materials - Site Allocation: \$100,000	Print Materials - Site Allocation: \$125,000	Print Materials - Site Allocation: \$125,000
Funding Source: LCF Supplemental	Funding Source: LCF Supplemental	Funding Source: LCF Supplemental
Note: Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.	Note: Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.	Note: Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.
Personnel - Site Allocation: \$150,000	Personnel - Site Allocation: \$150,000	Personnel - Site Allocation: \$150,000
Funding Source: LCF Supplemental	Funding Source: LCF Supplemental	Funding Source: LCF Supplemental
Note:	Note:	Note:

<p>Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.</p> <p>Technology - Site Allocation: \$50,000</p> <p>Funding Source: LCF Supplemental</p> <p>Note: Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.</p> <p>Instructional Assistants: \$150,000</p> <p>Funding Source: LCF Supplemental</p> <p>Note: 8 positions (3.9 hours per day) to provide targeted intervention and support for students.</p> <p>AVID Dues: \$7,000</p>	<p>Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.</p> <p>Technology - Site Allocation: \$50,000</p> <p>Funding Source: LCF Supplemental</p> <p>Note: Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.</p> <p>Instructional Assistants: \$155,000</p> <p>Funding Source: LCF Supplemental</p> <p>Note: 8 positions (3.9 hours per day) to provide targeted intervention and support for students.</p> <p>AVID Dues: \$7,000</p>	<p>Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.</p> <p>Technology - Site Allocation: \$50,000</p> <p>Funding Source: LCF Supplemental</p> <p>Note: Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.</p> <p>Instructional Assistants: \$160,000</p> <p>Funding Source: LCF Supplemental</p> <p>Note: 8 positions (3.9 hours per day) to provide targeted intervention and support for students.</p> <p>AVID Dues: \$7,000</p>
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Funding Source: LCFF Supplemental Note: Site membership costs	Funding Source: LCFF Supplemental Note: Site membership costs	Funding Source: LCFF Supplemental Note: Site membership costs
Intervention Technology: \$45,000 Funding Source: LCFF Supplemental Note: 1.50 Chromebooks for use with ELA intervention programs	Intervention Technology: \$45,000 Funding Source: LCFF Supplemental Note: 1.50 Chromebooks for use with ELA intervention programs	Intervention Technology: \$45,000 Funding Source: LCFF Supplemental Note: 1.50 Chromebooks for use with ELA intervention programs
Intervention Software to Increase Students' Lexile Levels: \$15,000 Funding Source: LCFF Supplemental Note: Differentiated online instruction to improve students' reading and writing.	Intervention Software to Increase Students' Lexile Levels: \$20,000 Funding Source: LCFF Supplemental Note: Differentiated online instruction to improve students' reading and writing.	Intervention Software to Increase Students' Lexile Levels: \$25,000 Funding Source: LCFF Supplemental Note: Differentiated online instruction to improve students' reading and writing.
Math Coach: \$0 Funding Source: LCFF Supplemental Note: Elementary math coach to work with teachers	Math Coach: \$62,000 Funding Source: LCFF Supplemental Note: Elementary math coach to work with teachers	Math Coach: \$64,000 Funding Source: LCFF Supplemental Note: Elementary math coach to work with teachers

			Targeted	<p>District Supported RTI: \$153,928 Funding Source: LCFF Supplemental Note: District Professional Development related to RTI</p>	<p>District Supported RTI: \$15,000 Funding Source: LCFF Supplemental Note: District Professional Development related to RTI</p>	<p>District Supported RTI: \$15,000 Funding Source: LCFF Supplemental Note: District Professional Development related to RTI</p>
<p>Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).</p>	<p>Pupil achievement; Other pupil outcomes</p>	<p>Redesignated fluent English proficient pupils: CCUSD will continue to monitor Redesignated Fluent English Proficient students and provide intervention support.</p>	Targeted	<p>RFEF Monitoring: \$15,000 Funding Source: LCFF Supplemental Note: Provide support to staff to assist in the monitoring of RFEF students. RFEF Intervention: \$0 Funding Source: LCFF Supplemental Note: Addressed in other actions and services in Goal 4</p>	<p>RFEF Monitoring: \$15,000 Funding Source: LCFF Supplemental Note: Provide support to staff to assist in the monitoring of RFEF students. RFEF Intervention: \$0 Funding Source: LCFF Supplemental Note: Addressed in other actions and services in Goal 4</p>	<p>RFEF Monitoring: \$15,000 Funding Source: LCFF Supplemental Note: Provide support to staff to assist in the monitoring of RFEF students. RFEF Intervention: \$0 Funding Source: LCFF Supplemental Note: Addressed in other actions and services in Goal 4</p>
<p>Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).</p>	<p>Pupil achievement; Other pupil outcomes</p>	<p>English learners: CCUSD will continue to monitor the language acquisition of English Language Learners and provide intervention support as needed.</p>	Targeted	<p>Interventions Beyond the Bell: \$15,000 Funding Source: LCFF Supplemental Note: CCUSD will provide intervention support as</p>	<p>Interventions Beyond the Bell: \$15,000 Funding Source: LCFF Supplemental Note: CCUSD will provide intervention support as</p>	<p>Interventions Beyond the Bell: \$15,000 Funding Source: LCFF Supplemental Note: CCUSD will provide intervention support as</p>

				<p>needed during the summer and before and after school.</p> <p>Project STELLAR Summer School: \$8,000 Funding Source: LCFF Supplemental Note: CCUSD will work in partnership with LMU to provide a summer intervention program for potential Long Term English Language Learners.</p>	<p>needed during the summer and before and after school.</p> <p>Project STELLAR Summer School: \$8,000 Funding Source: LCFF Supplemental Note: CCUSD will work in partnership with LMU to provide a summer intervention program for potential Long Term English Language Learners.</p>	<p>needed during the summer and before and after school.</p> <p>Project STELLAR Summer School: \$8,000 Funding Source: LCFF Supplemental Note: CCUSD will work in partnership with LMU to provide a summer intervention program for potential Long Term English Language Learners.</p>
<p>Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).</p>	<p>Pupil achievement; Other pupil outcomes</p>	<p>English learners; Redesignated fluent English proficient pupils; CCUSD will ensure success for special populations in immersion classes (including special needs).</p>	<p>Targeted</p>	<p>Immersion Support PD: \$15,000 Funding Source: LCFF Supplemental Note: Attend a professional development conference to include collaboration that focuses on English learner and special education population support.</p>	<p>Immersion Support PD: \$15,000 Funding Source: LCFF Supplemental Note: Attend a professional development conference to include collaboration that focuses on English learner and special education population support.</p>	<p>Immersion Support PD: \$15,000 Funding Source: LCFF Supplemental Note: Attend a professional development conference to include collaboration that focuses on English learner and special education population support.</p>
<p>Goal 5: Engage, Inform, and</p>	<p>Parent Involvement</p>	<p>Low Income pupils; Foster Youth; English learners; Redesignated</p>	<p>Targeted</p>	<p>Staffing for Parent Education: \$0</p>	<p>Staffing for Parent Education: \$0</p>	<p>Staffing for Parent Education: \$0</p>

educate all stakeholders (Engagement).		Fluent English proficient pupils: Continue to provide parent education.	Targeted		Funding Source: LCFE Supplemental Note: Costs accounted for in Goal 4 Pupil Outcomes Materials and Supplies: \$0 Funding Source: LCFE Supplemental Note: Costs accounted for in Goal 4 Pupil Outcomes	Funding Source: LCFE Supplemental Note: Costs accounted for in Goal 4 Pupil Outcomes Materials and Supplies: \$0 Funding Source: LCFE Supplemental Note: Costs accounted for in Goal 4 Pupil Outcomes	Funding Source: LCFE Supplemental Note: Costs accounted for in Goal 4 Pupil Outcomes Materials and Supplies: \$0 Funding Source: LCFE Supplemental Note: Costs accounted for in Goal 4 Pupil Outcomes
Goal 5: Engage, inform, and educate all stakeholders (Engagement).	Parent involvement	Low Income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Sites will continue to provide additional opportunities for families to get involved.	Targeted		Staffing: \$0 Funding Source: LCFE Supplemental Note: Costs accounted for in Goal 4 Pupil Outcomes Materials and Supplies: \$0 Funding Source: LCFE Supplemental Note: Costs accounted for in Goal 4 Pupil Outcomes	Staffing: \$0 Funding Source: LCFE Supplemental Note: Costs accounted for in Goal 4 Pupil Outcomes Materials and Supplies: \$0 Funding Source: LCFE Supplemental Note: Costs accounted for in Goal 4 Pupil Outcomes	Staffing: \$0 Funding Source: LCFE Supplemental Note: Costs accounted for in Goal 4 Pupil Outcomes Materials and Supplies: \$0 Funding Source: LCFE Supplemental Note: Costs accounted for in Goal 4 Pupil Outcomes
Goal 6: Ensure every student is connected to school through academics, athletics, activities,	Pupil engagement	Foster youth: CCUSD will expand family and student support services for foster youth by evaluating and responding to their	Targeted		Additional Support: \$1,000 Funding Source: LCFE Supplemental Note: Funding to	Additional Support: \$1,000 Funding Source: LCFE Supplemental Note: Funding to	Additional Support: \$1,000 Funding Source: LCFE Supplemental Note: Funding to

the arts and/or a relationship with a caring adult (Engagement).		Individual needs.		provide basic supplies for foster youth	provide basic supplies for foster youth	provide basic supplies for foster youth
Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).	Pupil engagement	Low Income pupils; Foster youth; Provide an intervention counselor for the elementary sites	Targeted	Intervention Counselor: \$60,000 Funding Source: LCFF Supplemental Note: Provide intervention counseling at the elementary sites with 1.0 FTE counselor.	Intervention Counselor: \$62,000 Funding Source: LCFF Supplemental Note: Provide intervention counseling at the elementary sites with 1.0 FTE counselor.	Intervention Counselor: \$64,000 Funding Source: LCFF Supplemental Note: Provide intervention counseling at the elementary sites with 1.0 FTE counselor.
Goal 7: Provide a school environment which establishes physical and cultivates emotional security, facilitates responsible decision making, and ensures learning (Engagement).	School climate	Low Income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Sites will cultivate a positive environment. *Years 1, 2, & 3: Sites will continue to develop and provide additional resources to cultivate a positive school environment.	Targeted	Positive Environment: \$0 Funding Source: Base Note: The district will utilize and expand existing programs at no additional cost.	Positive Environment: \$0 Funding Source: Base Note: The district will utilize and expand existing programs at no additional cost.	Positive Environment: \$0 Funding Source: Base Note: The district will utilize and expand existing programs at no additional cost.

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The district allocated \$571,423 of LCFF Base funds for the LEP program in the 2013-2104 school year. (This is the same funding amount as funded through EIA in 2012-13.)The district has 276 EL students that are not low income, 2,598 low income students, and 9 foster youth with a total district enrollment of 6,673 students (44% district unduplicated numbers). Total funding for unduplicated pupils in 14-15 is \$1,543,428 and the proportionality percentage is 3.44%. All "Additional Annual Actions" are targeted and provide an overview of the types of services and programs that these specific students will benefit from because of the additional/improved actions/services. The district does not qualify for concentration funding. Targeted populations will benefit from the supplemental funding through:

- Professional Development for Teachers
- Supplemental materials and supplies.
- Intervention materials to be used at the elementary sites to address reading deficiencies
- Reading libraries will be purchased for use with the ELA reading interventions
- Provide educational specialists to develop and provide professional development to enhance instruction.
- Substitute teachers for teacher release time and extra assignment hours as needed
- Materials required for beginning and advanced training in ELA reading intervention
- Substitutes and extra assignment as needed for training in ELA reading intervention
- 8 positions (3.9 hours per day) to provide targeted intervention and support
- AVID Site membership costs
- Chromebooks for use with ELA intervention programs
- Differentiated online instruction to improve students' reading and writing

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provided for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Service to low income, foster youth and EL students will increase in the LCAP year through a larger allocation in funding enabling the district to increase staffing, resources, and materials directly provided to the unduplicated students at all of our schools. Total funding for unduplicated pupils in 14-15 is \$1,543,428 and the proportionality percentage is 3.44%. Although the district will be providing more services for all students due to a rise in base funding to an estimated average of \$7487 per student, an additional \$561 per student will be provided for each unduplicated student. The district will provide \$600,000 to sites in the first year (\$203 per student) and \$700,000 each additional year. Sites will develop specific plans on how they will use their allocation to directly serve their unduplicated students. The district office will utilize the remaining \$1,018,166 to fund direct services to unduplicated students through district-run programs. Funding allowing the quantity and quality of services to increase in the following areas will include:

- Supplemental materials for unduplicated students
- Provide educational specialists to develop and provide professional development to enhance instruction for EL students.
- The district will provide funding the sites to support unduplicated students. Each site will develop a Single Plan for Student Achievement which will utilize data to address how they will serve their unduplicated students through the use of SMART goals. Site plans will be reviewed by Educational Services and funding will be approved after the plans are approved.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

BOARD REPORT

6/24/14

14.2b

14.2b Approval is Recommended for the Suspended Expulsion of Pupil Services Case #02-13-14

Under AR 5144.1(s) the Board of Education may suspend enforcement of an expulsion.

The suspension of the enforcement of an expulsion shall be governed by the following:

- a) The Board may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation.
- b) During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
- c) The suspension of the enforcement of an expulsion order may be revoked by the Board of Education if the student commits any of the acts listed under "Grounds for Suspension and Expulsion."
- d) When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

District Administration recommends: That Case #02-13-14, a 10th grade student at Culver City High School, be expelled from the Culver City Unified School District. That the student's expulsion be suspended, under the terms and conditions of a suspended expulsion that will remain in effect through January 26, 2015. That Case #02-13-14 be allowed to enroll in an alternative education program.

RECOMMENDED MOTION: That the Board suspend the expulsion of Case #02-13-14 through January 26, 2015 and allow the pupil to enroll in an alternative program.

Moved by: Seconded by:

Vote:

BOARD REPORT

**6/24/14
14.3a**

14.3a Adoption of the 2014-2015 Budget

The 2014-2015 budget was developed using a variety of methods, including analyses of trending, forecasts, projections, and actual cost data. Forecasts of income and expenditures for 2014-2015 were based upon the "May Revise" of the Governor's Proposed Budget, projections from School Services of California, and information from the County Office of Education.

Included in the analyses are typical annual budget expenditure changes for step, column, longevity, changes in benefit rates and enrollment, the addition of known new costs, and inflationary increases where applicable.

RECOMMENDATION

That the Board of Education adopt the 2014-2015 Budget.

Moved by:

Seconded by:

Vote:

6/24/2014
14.3b

BOARD REPORT

14.3b Rejection of Claim

The District has received Claim #14-16535 DP for alleged injuries sustained in an incident on February 14, 2014. CorVel Corporation, the District's claim examiners, has reviewed the claim and it is recommended that the claim be rejected.

RECOMMENDED MOTION: That the Board of Education authorize the Assistant Superintendent of Business Services to reject Claim #14-16535 DP.

Moved by:

Seconded by:

Vote:

6/24/2014
14.3c

BOARD REPORT

14.3c Appoint our current CBAC members to serve another two-year term

At this time we recommend that the Board appoint Jessica Beagles-Roos, Scott Kecken, James Harris, and Anne Diga Jacobsen to additional two-year terms serving on our Community Budget Advisory Committee.

RECOMMENDED MOTION: That the Board of Education re-appoint the four current CBAC members to another two-year term.

Moved by:

Seconded by:

Vote:

BOARD REPORT

14.3d Approve Consultant Agreement with Corinne Loskot

At this time we recommend that the Board approve the consulting agreement with Corinne Loskot for a three year period from July 1, 2014 through June 30, 2017 at the rate of \$175/hour, not to exceed \$40,000 per year to provide expert assistance in all matters relating to the State Facilities Bond Funding Program.

RECOMMENDED MOTION: That the Board of Education approve the contract with Corinne Loskot for a three-year term effective July 1, 2014 through June 30, 2017.

Moved by:

Seconded by:

Vote:



Corinne Loskot Consulting, Inc.
21942 Via Del Lago, Trabuco Canyon CA 92679-3437
corineloskot@gmail.com
949.632.0055

May 23, 2014

Mr. Michael Reynolds
Asst. Superintendent, Business Services
Culver City Unified School District
4034 Irving Place, Culver City, CA 90232

**SUBJECT: CONSULTING AGREEMENT – SCHOOL FACILITIES FUNDING
RENEWAL 3-YEAR AGREEMENT FOR 2014/2015-2016/2017**

Dear Mike:

Thank you for the opportunity to submit this proposal to renew our consulting services agreement. This proposed agreement for 2014/2015-2016/2017, would enable me to provide uninterrupted expertise to the Culver City Unified School District (District) for the purpose of generating state funding for school facilities planning, construction and modernization, as applicable to your program needs.

As you know, the state's School Facilities Funding Program (SFP) has been oversubscribed since late 2012 and will likely undergo changes in 2014 as the legislature develops a new SFP program with new funding authorization in the form of a statewide bond measure for K-14 school facilities. A statewide bond measure for school facilities may be on the ballot in November 2014. Passage of the measure would likely fund applications received since 2012 in date order, with fund releases beginning in 2015. In order to best position the District for future state funds, my proposed work is based on current SFP program requirements.

My school district background, big picture planning expertise and coordination among various projects and professional firms provides the District with substantial value and convenience, and the lowest possible burden on District staff. Due to factors beyond our control, I cannot guarantee that any project will qualify for or receive state grant funding. Please keep in mind that the program has grown more complex, uncertain and competitive. As always, I will continue to apply my best efforts and skills to best suit your needs.

SCOPE OF WORK: Based on my understanding of the District needs, the District may pursue state funding for multiple modernization and/or new construction projects. The scope of work centers on the development of state grant facilities program applications for CDE and OPSC for all eligible projects and includes the following services for state facilities funding programs.

1. Analyze and determine potential state funding eligibility (baseline, annual adjustment, high school attendance area, etc.).
2. Prepare and process eligibility
3. Preview eligibility documents with OPSC for funding estimate
4. Identify projects for state funding applications including potential reimbursement
5. Develop strategies for state funding and coordinate chosen option with project team

6. Guide District and team in optimal state funding approach
7. Draft state funding estimate by project
8. Prepare and coordinate state funding application forms and related documents
9. Adjust forms in response to agency comments
10. Provide guidance on projects to optimize current and future funding opportunities and space interpretation by CDE and OPSC
11. Ensure compliance with Title 5 and other regulations required for State funding
12. Review plans for funding implications prior to architect's submittal to DSA
13. Coordinate approval by CDE and OPSC
14. Any other work as directed by the District and mutually agreed upon

QUALIFICATIONS: I have more than twenty-five years of planning experience in public school facilities development and helped obtain hundreds of millions in State funding for many school districts. Please review my qualifications at www.corineloskot.com.

FEE: Not-to-exceed authorization of \$40,000 per year for three (3) years based on \$175 per hour for consulting services time rendered on behalf of the District.

Corinne Loskot Consulting, Inc. has a federal tax ID/EIN #33-0973425, therefore; IRS form 1099 is not required.

Thank you very much for the opportunity to present this proposal. To accept my agreement, please sign and email the agreement to me with the purchase order number. Please retain one signed agreement for your records. Please do not hesitate to contact me at 949.632.0055 for any additional information. I look forward to continuing to work with you and your team to secure maximum State funding for facilities improvements.

Sincerely,

Corinne Loskot

Corinne Loskot, President, Corinne Loskot Consulting, Inc.

AGREEMENT FOR CONSULTING SERVICES (3-YEAR)

This agreement by and between Corinne Loskot Consulting, Inc., herein referred to as CONSULTANT, and Culver City Unified School District, herein referred to as CLIENT, shall be effective July 1, 2014 and extend through June 30, 2017. CONSULTANT and CLIENT, for the consideration hereinafter named, agree as follows:

OBJECTIVE: The CLIENT seeks specialized consulting in facilities planning and State facilities funding for pursuit of the optimal State funding for modernization and/or expansion of existing schools, and other work as directed by the CLIENT.

SCOPE OF WORK: In general, at the direction of the CLIENT, the CONSULTANT shall complete the scope of work as stated in the proposal dated, May 23, 2014.

LIMITATIONS: CONSULTANT does not carry insurance for workers compensation or professional liability, does not guarantee grant funding or program compliance and does not assume any liability for design or approval.

COMPENSATION: The services undertaken upon this authorization shall not exceed \$40,000 per year, inclusive of reimbursable expenses. CLIENT shall pay the CONSULTANT in accordance with the following fees for all services rendered. CLIENT shall pay the CONSULTANT the amount of \$175 per hour for services (\$90 per hour for assistant planner and most subconsultants) as directed with the above referenced proposal, agreed upon additional services rendered, reimbursement for reasonable of out-of-pocket expenses, including travel for state agency meetings, and any authorized subconsultant(s) at cost plus 15%). The services are provided on a time and materials basis. This is not a fixed fee agreement for a specified scope of work. Monthly billings are based on the actual time and material expenses. Payment shall be made monthly. Payment of CONSULTANT'S invoice will be due upon receipt. Reimbursable expenses are those, which are reasonable and necessarily incurred by CONSULTANT in the interest of a CLIENT project, and inclusive of any authorized subconsultants. CONSULTANT shall require prior consent for travel to Sacramento.

DURATION OF AGREEMENT: This agreement may continue in force or as amended by mutual agreement. The hourly rate shall remain in effect through June 30, 2017.

TERMINATION: This agreement may be terminated by either party with seven (7) days written notice.

By executing this agreement, the parties below agree to the terms above.

Signature: *Corinne Loskot*

Date: May 23, 2014

Corinne Loskot, President, Corinne Loskot Consulting, Inc.
21942 Via Del Lago, Trabuco Canyon CA 92679-3437
Tel. 949.632.0055 Fax 949.589.8826

Signature: _____

Date: _____

Mr. Michael Reynolds, Asst. Superintendent, Business Services
Culver City Unified School District
4034 Irving Place, Culver City, CA 90232

BOARD REPORT

14.3e Authorize the Superintendent to Negotiate and Sign Agreement with Balfour Beatty

At this time we recommend that the Board authorize the Superintendent to negotiate and sign a Lease Lease-Back Agreement with Balfour Beatty Company to construct the Phase II improvements to our Athletic Field Project in order to provide safer and better athletic facilities and to maintain our current eligibility for future state bond funds.

RECOMMENDED MOTION: That the Board of Education authorize the Superintendent to negotiate and sign an agreement with Balfour Beatty to construct the Phase II improvements to our Athletic Field Project.

Moved by:

Seconded by:

Vote:

6/24/2014
14.3f

BOARD REPORT

14.3f Approve Amended Agreement with Town and Country Rentals for Field Cover

At this time we recommend that the Board approve the amended agreement with Town and Country Rentals to cover additional items necessary for the June 13th Commencement Exercises for a total cost of \$23,527.83. These items were necessary in order to augment the serviceability and appearance of the field cover tiles provided for the event which were not provided under the original quote of \$13,924.53.

RECOMMENDED MOTION: That the Board of Education ratify the amended contract with Town and Country Rentals for providing additional items necessary for the June 13th Commencement Exercises.

Moved by:

Seconded by:

Vote:



Thank You For Your Order!

So that we may serve you better please read the following.

INITIAL ORDER:

Attached is a copy of your order. It is **IMPORTANT** to look over your order closely. Please verify the "Billing" and "Shipping" information is correct as well as the items and quantities ordered. If any of the information is incorrect, please contact us

Delivering On: Monday, June 9, 2014 - 6am

Picking Up On: Saturday, June 14, 2014 - 6am

Event Name: Culver Ci/Culver Ci-06/13

Total of Orders: \$ 23,527.83

Terms and Conditions

- * **PAYMENT TERMS:** Payment arrangements are required two days prior to delivery if charging by credit card or check. Please contact our office at Van Nuys (818) 908-4211 or Pasadena (626) 795-7700 or Santa Barbara (805) 770-3300 to provide payment information.
- * **BILLING CONFIRMATION:** Please confirm the bill to name, contact, address and phone number is correct. We will not be able to re-bill once the order is invoiced.
- * **IMPORTANT NOTES:** Your order will be packed and loaded the day before delivery. All changes must be made by 12:00 noon the day before delivery to avoid additional charges.
- * **CHANGES TO ORDERS:** Change orders sent after 2:00 P.M. the day before delivery will be an addition to your original order. If you must make a change after normal business hours, please contact our on call person at (818) 908-4211 and follow the instructions.
- * **WAITING TIME:** If we arrive for a timed delivery or pick-up and are forced to wait more than 30 minutes, a labor charge of \$150.00 per hour per truck will be applied.
- * **CANCELLATIONS:** If entire order is cancelled on delivery, the client will be charged 100% of the entire order. Partial items that are cancelled on delivery will be charged 50% of the cost.
- * **ORDER VERIFICATION:** Client is advised to have a representative on site to verify and sign for the equipment upon delivery and pick-up to verify counts as client assumes all liability for missing or damaged equipment.
- * **"LAST MINUTE" DELIVERY:** Client agrees to pay a minimum \$99.50 delivery fee for any last minute additions or an unscheduled stop. The charge may be higher if delivery must be made in outlying areas or if special handling or times are required.

PLEASE SIGN A COPY OF THIS TERMS AND CONDITIONS AND RETURN BY EMAIL OR FAX TO CONFIRM THE ORDER. THIS ORDER WILL NOT BE CONFIRMED WITHOUT THIS ACKNOWLEDGEMENT.

I have read and agree to the Terms listed above.

Signed _____ Date _____

Print Name _____

Representative of _____



Town & Country Event Rentals
Distinctive Event Rentals & Services
 7725 Airport Business Park Way
 Van Nuys, California 91406
 Phone: (818) 908-4211 (818) 908-4219

Event Statement

for
"Culver Ci/Culver Ci-06/13"

Billing

37118

Shipping

Culver City High School

Culver City High School

Mike Korgan

4646 Harter Ave.

4646 Harter Ave.

Culver City, CA 90230-

Culver City, CA 90230-

Type	Date	Ref. #	Order #	Description	Amount
Invoice	06/07/14	124934	306890	Graduation 14'	14,244.53
Invoice	06/07/14	124934	314694	Rola Trac Labor	5,205.00
Invoice	06/09/14	124976	317000	Stage Addition	1,598.30
Invoice	06/09/14	124989	317040	Turf Addition	1,649.50
Invoice	06/10/14	124997	317066	Ramp Addition	682.00
Invoice	06/16/14	125362	317322	Additional- Rails	148.50
Invoice	06/12/14	125147	317396	Ramp Components(no charge	0.00
Pay-Check	05/15/14	1012		Culver City High School	-2,500.00
Invoices					23,527.83
Payments					-2,500.00
Total					\$21,027.83

BOARD REPORT

14.4a Approval is Recommended for New Certificated Administrative Job Description – Director of School and Family Support

It is recommended practice that the Board of Education approves new job descriptions to reflect new duties and responsibilities based on the current needs of the District. District Administration has developed a new-certificated job description for Director of School and Family Support. See attached copy.

RECOMMENDED MOTION: That the Board of Education adopts the New Certificated Administrative Job Description – Director of School and Family Support as presented.

Moved by:

Seconded by:

Vote:

Culver City Unified School District

Director of School and Family Support Services

Description of Position

Under the direction and supervision of the Superintendent, the Director of School and Family Support provides leadership for planning and coordinating the District's pupil services which includes health services and child welfare and attendance. The Director of School and Family Support Services additionally coordinates the following procedures: enrollment, permits and student discipline.

Major Duties and Responsibilities

- Provide Family and Student Crisis Intervention
- Coordinate and Chair Health Services Committee
- Facilitate the Nurses Professional Learning Community
- Coordinate Whole Child and Whole Community programs
- Serve in a role of Child Advocacy- Homeless, Foster Youth and At risk
- Oversee the Home/Hospital Instruction Program
- Lead the BE NICE initiatives and Character education Programs
- Co-Direct Summer Lunch Camp with Food Nutritional Services
- Provide Emergency Preparedness Support
- Promote, support, and market Family Resources Rooms
- Coordinate and maintain district enrollment and permit processes
- Support site administrators and attendance clerks and prepare various required reports related to pupil services
- Serve as Custodian of Pupil Records
- Implement and monitor regulations related to student records, student and parent rights and responsibilities.
- Implement and monitor school attendance procedures
- Chair School Attendance Review Board 13
- Coordinate student disciplinary procedures, including suspension/expulsion
- Coordinate professional development activities for pupil services staff related to child welfare and attendance, pupil records, and student discipline issues.
- Serve as the district's foster ~~student~~ youth liaison (e.g. school transfer, proper transfer of credits, records and grades; transportation; meals) for the purpose of ensuring and facilitating proper school placement, enrollment and checkout.
- Serve as the district's homeless ~~student~~ youth liaison (e.g. family identification needs; family insurance needs: academic needs; student information processes; family data; food services needs) for the purpose of addressing the immediate needs of homeless students to include school enrollment and access to services at all sites.

Demonstrates Ability To

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

Minimum Qualifications

- Masters Degree
- Valid California Administrative Credential

Desirable

- Pupil Personnel Services ~~Credential~~ or Child Welfare and Attendance Certificate
- Successful experience as a teacher, school administrator, school nurse, school counselor, school psychologist or program specialist
- Three (3) years experience in an administrative or district level position

BOARD REPORT

14.4b

Approval is Recommended for New Certificated Administrative Job Description – Instructional Specialist – Teacher Support and Professional Development (212 Days)

It is recommended practice that the Board of Education approves new job descriptions to reflect new duties and responsibilities based on the current needs of the District. District Administration has developed a new-certificated job description for Instructional Specialist – Teacher Support and Professional Development (212 Days). See attached copy.

RECOMMENDED MOTION: That the Board of Education adopts the New Certificated Administrative Job Description – Instructional Specialist – Teacher Support and Professional Development (212 Days) as presented.

Moved by:

Seconded by:

Vote:

Culver City Unified School District

**TEACHER: Instructional Specialist – Teacher Support and Professional Development
(212 DAYS)**

DEFINITION:

The Teacher: Instructional Specialist – Teacher Support and Professional Development serves as a resource to develop, implement and support programs designed to promote teacher professional growth and the maximization of academic achievement for all students, including students with disabilities, advanced learners, English Learners, and students with a combination of special instructional needs. This position is an instructional resource to teachers making the transition from teacher preparation programs to induction to the role of professional educator, as well as a resource to teachers differentiating instruction in all content areas as a means to ensure the academic success of all students and subgroups.

POSITION RESPONSIBILITIES:

- Designs and delivers professional development sessions focused on teacher pedagogy, differentiated instruction, classroom environments that optimize learning, technologies, planning instruction, working with English learners, working with students with special needs, working with GATE and high achieving students, using assessment to guide instruction, and other topics as deemed needed to support the California Standards for the Teaching Profession (CSTP).
- Provides review of participating teachers' Formative Assessment for California Teachers (FACT) documents per established scoring protocol and as guided by the Commission on Teacher Credentialing (CTC).
- Supports the initial writing and updates of the CTC required bi-annual reports and other program assessment documents.
- Supports the on-line components of CCUSD BTSA Induction Program course work.
- Supports the implementation of the Common Core State Standards within the FACT system.
- Supports the local collection of program data including designing initial sources of program evidence and achieving CSTP program alignment through local program survey tools.
- Attends local and state meetings as requested.
- Redesigns the formative assessment participating teacher documents as needed to achieve alignment to CTC directives/updates and District priorities, including the Common Core State Standards.
- Supports a case load of BTSA Induction Program participating teachers, including the observations and debrief sessions required by the FACT system mandates.
- Designs subject-alike cohort support activities for participating teachers.
- Files applications for Clear Credentials for those teacher participants that meet all CCUSD Induction Program requirements.
- Demonstrates classroom use of technology-related tools to support equitable access to the curriculum.
- Supports initial training and ongoing professional development for Content Coaches or support providers serving the BTSA Induction Program.
- Supports the GATE testing and identification process.

- Leads the GATE parent advisory committee.
- Communicates goals and purposes of an embedded GATE program to teachers and parents including providing support for school site enrichment programs and/or parent education.
- Other duties as assigned

QUALIFICATIONS

1. Possession of a clear (or equivalent) multiple subject or single subject teaching credential with CLAD/BCLAD.
2. Minimum three (3) years of successful teaching experience with positive evaluations.
3. Knowledge of and success in promoting instructional techniques and differentiated teaching and learning approaches that result in improved learning for all students.
4. Broad knowledge of current educational practices.
5. Experience working with students with learning difficulties, students with high achievement/GATE potential and English Language Learners.

ABILITY TO:

1. Use program assessments to determine program effectiveness and uses that data for improvement purposes.
2. Design teacher professional development that is systematic and focused on both the Induction Program Standards (per CTC mandate) and District directed instructional initiatives to meet the needs of all students, including English Learners, GATE students, and special needs students.
3. Plan and deliver professional development based on assessed teacher need and/or program mandate.
4. Use effective communication skills in speaking, listening and writing.
5. Work effectively with site and District staff members in collaborative settings to improve instructional practices.
6. Work effectively in a multicultural setting.
7. Support new and/or veteran teachers using effective coaching skills.
8. Use of technology in the classroom as an instructional tool to raise student achievement and as a tool for program delivery.

DESIRABLE:

1. Possession of a Master's Degree in Education.
2. Successful completion of the CCUSD BTSA Induction Program using the FACT system.
3. Successful experience in working in a variety of program and instructional settings.
4. Recent successful educational or academic experience in learning theory and instructional strategies.
5. Expertise in creating and supporting the use of formative assessments including utilizing technology that results in improved learning for all students.

BOARD REPORT

14.4c Approval is Recommended for New Certificated Administrative Job Description – Technology for Learning Specialist

It is recommended practice that the Board of Education approves new job descriptions to reflect new duties and responsibilities based on the current needs of the District. District Administration has developed a new-certificated job description for Technology for Learning Specialist. See attached copy.

RECOMMENDED MOTION: That the Board of Education adopts the New Certificated Administrative Job Description – Technology for Learning Specialist as presented.

Moved by:

Seconded by:

Vote:

Culver City Unified School District
Technology for Learning Specialist

Brief Description of Position

Under the supervision of the Assistant Superintendent for Educational Services, the Technology for Learning Specialist will assist in developing, planning and facilitating district educational programs related to technology in the classroom. The specialist will train teachers and school staff on the use of technology in both classrooms and in computer labs.

Major Duties and Responsibilities

- Provide technology professional development for CCUSD teachers
- Coordinates and provides site level technology training.
- Provides support during classroom lessons.
- Provides guidance for appropriate technology choices for classroom use.
- Develop, maintain and run the district Learning Management System.
- Maintain and run the district Google Drive for education account including student log-in and passwords.
- Assist administrators/teachers with CCUSDs data analysis system: School city
- Assist teachers with CCUSD's streaming media services
- Stay abreast of current educational technology trends
- Work with Assistant Superintendent for Educational Services to create and design communication, learning tools, and professional development.
- Provide classroom based support for teacher/student technology projects and lessons.
- Attends appropriate professional meetings at the local, state and national level to be aware of current and future trends in the field of instruction.
- Plans for the most effective use of curriculum materials and instructional supplies
- Meet with Professional Learning Communities (PLCs) to review the data from benchmark and formative assessments
- Support and collaborate with site administrators.
- Provide workshops, demonstration lessons, and individual coaching sessions that support District content standards.
- Support elementary and secondary school with implementation of Common Core State Standards and Smarter Balance Assessments
- Assists with supervision and implementation of District educational programs to ensure total program compliance

Qualifications

Strong technological expertise at both the classroom and programmatic level. A teaching credential, a master's degree highly desirable; an Administrative Credential or enrollment in an Administrative Credential Program desirable; strong written and verbal communication skills; demonstrated ability to work with students, staff, parents and community agencies; willingness to participate in on-going professional growth opportunities.

Knowledge of

Effective teaching strategies; principles of learning; classroom management; higher order thinking skills; basic understanding of assessment strategies; educational technology; peer coaching and collaboration strategies.

Special Requirements

A valid California Drivers' license and the use of an automobile.

Work Year/ Salary

200 work days, certificated teacher salary

6/24/14
14.4d

BOARD REPORT

14.4d Third Reading and Adoption of Revised Board Policy 4136/4236/4336, Non-School Employment

It is recommended practice that the Board of Education review Board Policies/Administrative Regulations that are significant to the operation of the District on a regular basis. In order to help prevent financial conflicts of interest, Government Code 1126 prohibits district employees or Governing Board members from engaging in any activity which is inconsistent, incompatible, in conflict with or inimical to his/her duties. Government code 1126 mandates the district to adopt procedures regarding this prohibition. CSBA recommends that District Administration adopt revised Board Policy 4136/4236/4336, Nonschool Employment.

RECOMMENDED MOTION: That the Board of Education approves Revised Board Policy, 4136/4236/4336, Non-School Employment.

Moved by:

Seconded by:

Vote:

NON-SCHOOL EMPLOYMENT

Personnel

In order to help maintain public trust in the integrity of district operations, the Governing Board expects all employees to give the responsibility of their positions precedence over any other outside employment. The Governing Board recognizes that A district employees may receive compensation for outside activities as long as these activities are not inconsistent, incompatible, in conflict with or inimical to the employee's his/her district duties. or to the duties, functions or responsibilities of the district.

(cf. 4119.21/4219.21/4319.21 – Professional Standards

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information

(cf. 9270 – Conflict of Interest)

An ~~Outside paid activities~~ are shall be considered inconsistent, incompatible, or inimical with to district employment if they require time periods that interfere with the proper, efficient discharge of the employee's duties, if they entail compensation from an outside source for activities which are part of the employee's regular duties, or if they involve using for private gain the district's name, prestige, time, facilities, equipment or supplies. when such activity: (Government Code 1126)

1. Requires time periods that interfere with the proper, efficient discharge of the employee's duties
2. Entails compensation from an outside source for activities which are part of the employee's regular duties
3. Involves using the district's name, prestige, time facilities, equipment, or supplies for private gain
4. ~~Involves service which will be wholly or in part subject to the approval or control of another district employee or Board member~~
4. Presents the appearance of a conflict of interest between outside employment and district services, programs, goals or processes.

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 4119.21/4219.21/4319.21 – Professional Standards)

(cf. 3300 – Expenditures and Purchases)

(cf. 4040 – Employee Use of Technology)

(cf. 4132/4232/4332 – Publication or Creation of Materials)

(cf. 4135/4235/4335 - Soliciting and Selling)

(cf. 4137 – Tutoring)

(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

~~District employees shall not perform, without prior Board approval, any outside paid service which will be wholly or in part subject to the approval or control of another district employee or a district officer.~~

(cf. 4132 – Publication or Creation of Materials)

(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

(cf. 9270 – Conflict of Interest)

~~Upon determining that an employee's outside job is incompatible with district employment, the Superintendent or designee shall so inform the employee. An employee who continues to pursue an incompatible activity may be subject to disciplinary action. Appeals shall be addressed in accordance with law, Board policy and administrative regulations.~~

An employee wishing to accept outside employment that may be inconsistent, incompatible, in conflict with, or inimical to the employee's duties shall file a written request with his/her immediate supervisor describing the nature of the employment and the time required. The supervisor shall evaluate each request based on the employee's specific duties within the district and determine whether to grant authorization for such employment.

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

The supervisor shall inform the employee whether the outside employment is prohibited. The employee may appeal a supervisor's denial of authorization to the Superintendent or designee. An employee who continues to pursue a prohibited activity may be subject to disciplinary action.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.1 - Civil and Legal Rights)

(cf. 4144/4244/4344 - Complaints)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Tutoring

A certificated employee shall not accept any compensation or other benefit for tutoring a student enrolled in his/her class(es). An employee who wishes to tutor another district student shall first request authorization from his/her supervisor in accordance with this Board policy. If authorization is granted, the employee shall not use district facilities, equipment, or supplies when providing the tutoring service.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

51520 Prohibited solicitation on school premises

GOVERNMENT CODE

1126 Incompatible activities of employees

1127 Incompatible activities; off duty work

1128 Incompatible activities, attorney

CODE OF REGULATIONS, TITLE 5

80334 Unauthorized private gain or advantage

ATTORNEY GENERAL OPINIONS

70 Ops.Cal. Atty.Gen 157 (1987)

Policy

Revised:

Policy

Adopted: January 21, 2003

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California