

BOARD MEETING NOTICE AND AGENDA

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

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

December 9, 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 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)

- 3.2 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54957)
- 3.3 Public Appointment/Employment (Pursuant to GC §54957)
Certificated Personnel Services Report No. 8
Classified Personnel Services Report No. 8

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 – November 18, 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. 8
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 8
- 9.6 Approval is Recommended for the Single Plans for Student Achievement for Culver City High School, Culver Park High School, Culver City Middle School, El Marino Elementary School, El Rincon Elementary School, Farragut Elementary School, La Ballona Elementary School, and Linwood E. Howe Elementary School

- 9.7 Approval is Recommended for the Student Teacher Agreement Between Culver City Unified School District and Pepperdine University, Graduate School of Education and Psychology

10. AWARDS, RECOGNITIONS AND PRESENTATIONS

- 10.1 American Citizenship Awards
- 10.2 CCUSD Power of Us Recognition
- 10.3 Spotlight on Education – El Rincon Elementary

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

12. INFORMATION ITEMS

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

- 12.1 2014-2015 First Interim Report and LCAP Update
- 12.2 Capital Project Status Update

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 agenda item. Comments by the public will be limited to three (3) minutes per person and twenty (20) minutes per agenda item unless the Board, by majority vote, agrees to extend or reduce the time.

14.1 Superintendent's Items

14.1a Third Reading and Approval of Revised Board Bylaw 9121 – President

Motion by _____ Seconded by _____ Vote _____

14.2 Education Services Items

14.2a Approval is Recommended for Textbook Adoption for Culver City High School, History/Social Studies Department, AP US History Class

Motion by _____ Seconded by _____ Vote _____

14.2b Second Reading and Approval of Revised Board Policy and Administrative Regulation 5111, Students – Admission

Motion by _____ Seconded by _____ Vote _____

14.2c Second Reading and Approval of Revised Board Policy and Administrative Regulation 5123, Students – Promotion Acceleration Retention

Motion by _____ Seconded by _____ Vote _____

14.2d Second Reading and Approval of Revised Board Policy and New Administrative Regulation 5145.3, Students – Nondiscrimination/Harassment

Motion by _____ Seconded by _____ Vote _____

14.3 Business Items

14.3a Approval is Recommended for the Certification of First Interim Report for 2014-2015

Motion by _____ Seconded by _____ Vote _____

14.3b Approval is Recommended for the MOU with Mathematica Policy Research

Motion by _____ Seconded by _____ Vote _____

14.3c Approval is Recommended to Authorize the Superintendent to Negotiate and Sign an Agreement for Program Management Services

Motion by _____ Seconded by _____ Vote _____

14.3d Approval is Recommended for the Certification of Signatures

Motion by _____ Seconded by _____ Vote _____

14.4 Personnel Items

14.4a Approval is Recommended for Resolution #8-2014/2015 (HR), Action to Reinstatement Two Classified Positions Previously Eliminated on Resolution #21-2012/2013 (HR)

Motion by _____ Seconded by _____ Vote _____

14.4b Approval is Recommended to Reinstatement Certificated Administrative Job Classification – Elementary School Counselor

Motion by _____ Seconded by _____ Vote _____

14.4c Approval is Recommended for New Certificated Administrative Job Classification and Job Description – Mental Health Case Manager Assessor

Motion by _____ Seconded by _____ Vote _____

15. BOARD BUSINESS

15.1 Annual Governing Board Organizational Meeting – Ed Code 35143

15.2 Board Self-Evaluation

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

January 13 – 7:00 p.m. – Regular Public Meeting (6:00 p.m. Closed Session), District Office, Board Room, 4034 Irving Place
January 27 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), City Hall, 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>November 18, 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 7:14 p.m. with all Board members in attendance. Ronae Pumphrey 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 the following reportable action was taken. They deliberated on the issuance of subpoenas for School and Family Support Services Case# 03-14-15 and have taken action to grant and deny subpoenas.

8. Adoption of Agenda

It was moved by Dr. Levin and seconded by Ms. Paspalis that the Board adopt the November 18, 2014 agenda as presented. The motion was unanimously approved with a vote of 5 – Ayes from 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. George Laase requested that item 9.2 and 9.8 be withdrawn. It was moved by Ms. Robins and seconded by Ms. Goldberg to approve Consent Agenda Items as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

9.1 Minutes of Regular Meeting – October 28, 2014

9.3 Acceptance of Gifts - Donations

9.4 Certificated Personnel Reports No. 7

9.5 Classified Personnel Reports No. 7

9.6 AVPA Students to Attend the CETA High School Theatre Festival in Fullerton, CA, January 16-18, 2015

9.7 Enrollment Report

9.2 Approval is Recommended for Purchase Orders

George Laase withdrew this item to comment on purchase order number 64199 on page 15. He felt that the amount of \$23,000 to Standard and Poor was “outrageous.” He wanted more detail on the amount. Mr. Reynolds told Mr. Laase that he would be happy to set up an appointment with him so that they could go over the itemization. It was moved by Ms. Paspalis and seconded by Dr. Levin that the Board approve Purchase Orders from October 19, 2014 through November 8, 2014 as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

9.8 Acceptance of Compensation Report of the Members of the Board of Education

George Laase withdrew this item to thank administration for showing these figures without being asked. He noticed that when he compared the numbers to last year there was an increase of \$1,500.00 and wanted to know why. Ms. Paspalis responded that there two previously approved pay increases. It was moved by Ms. Paspalis and seconded by Dr. Levin that the Board Accept the Compensation Report of the Members of the Board of Education as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

10. Awards, Recognitions and Presentations**10.1 American Citizenship Awards**

Mr. LaRose and the Assistant Superintendents read the names and accomplishments of each school's recipients of the American Citizenship Award for the month of December. The recipients were Alexander Harrison from El Marino School; Ethan Poncé from El Rincon Elementary; Jalen Fonacier from La Ballona School; Sophia Sokoloff from Linwood E. Howe School; Federico Bos from Farragut School; Milan Levy from Culver City Middle School; Ariadna Islas from Culver Park High School; and Romeo Knowles from Culver City High School. Board members presented each recipient with a pin and certificate; and thanked the students and their families for attending the meeting.

10.2 CCUSD Power of Us Recognition

Mrs. Lockhart expressed that the Power of Us Recognition is to recognize staff members or community members that continuously show their dedication to the district and have reached even beyond to serve our students. She introduced Interim Principal Lisa Cooper to introduce the evening's honorees. Ms. Cooper announced that this evening's honorees were students from the High School's Chiron Program for outstanding contribution to the betterment of Culver City high school student body through individual and compassionate academic support. Their names were read and they received a certificate and a Success for All t-shirt. Ms. Cooper asked a student whose name is Romeo to share his story with the Board about the struggles that he has overcome and how he is excelling now at the High School.

10.3 Mathematics Presentation by Dr. Kati Krumpe

Dr. Krumpe presented the results of the year 1 Mathematics Leadership Corps Program. She presented a Power Point presentation that showed the four distinguishing characteristics of why the Leadership Corps was different; who is involved; and their goals. Dr. Krumpe also provided a description of the Activities that the Leadership Corps participated in for K-12. Dr. Krumpe responded to questions from the Board and further discussion ensued. Board members thanked Dr. Krumpe for her presentation.

11. Public Recognition**11.1 Superintendent's Report**

Mr. LaRose thanked Dr. Krumpe for her work and to the staff that is emotionally invested in the change at our schools with the curriculum. He stated that it is hard to get people to embrace change. He spoke proudly of the District's relationship with the City and thanked Ms. Chardiet for being intimately involved with the Culver City Compact. Mr. LaRose thinks that the Culver City Compact is a great way to take the District partnerships to the next level. He announced and thanked the Engineering Department at the City who is the chief sponsor of the 5th grade art project. The project will replace the holiday banners around the City. Mr. LaRose visited the Rockets at El Rincon and Mr. Brunson was very excited about their 5th grade trip which will have a science focus. Mr. LaRose reported that he participated in Undokai at El Marino for the first time and he felt honored to be there. He also felt honored to be asked to speak at the Second Annual Centaurian Conference at the High School.

11.2 Assistant Superintendents' Reports

Dr. Krumpe reported that due to the new common core standards the District wanted to purposefully delay changing the report card for the elementary schools. Principal Brunson at El Rincon did not want to wait and they are piloting a standards-based report card. He had a successful first coffee with parents at the event and it was the first communication to parents about the pilot program. She reported that all K-5 teachers have completed their Common Core writing. The common training this year for all teachers is around writing. Last year the training was focused more around math. She deferred the rest of her time to three teachers who were

going to give an update on a conference they attended. Tatiana Takahashi from the Middle School, and El Marino teachers Erika Espinoza, Alice Horiba, and Jennifer Rodriguez all provided information on the dual immersion conference they attended in Utah. They thanked the Board for approving their attendance at the conference.

Mr. Reynolds informed the Board that the appointees for the Citizens' Bond Oversight Committee will take place later in the meeting. He briefly informed the Board that the improvements to all of the fields are on schedule.

11.3 Student Representatives' Reports

Middle School Student Representative

Falon Legeaux, Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including the third Bike, Walk, Scoot, Skate to School event took place last week and there was a lot of participation. There was also great participation in helping out at the pantry for the Back Packs for Kids program. The students have really enjoyed helping out with the program. The first Movie Night event is taking place this Friday and the movie subject is about anti-bullying. Next Monday and Tuesday the school will have its Second Annual Gobble Games in recognition of Thanksgiving. One of the games will be Thanksgiving trivia and prizes will include a \$25 gift card.

Culver Park Student Representative

Ya'Elle Wright, Culver Park High School Student Representative, was not present.

Culver City High School Student Representative/Student Board Member

Natalia Saucedo, Student Board Member, reported on activities at Culver City High School. She stated that Ms. Michele informed her that the library will be open until 5:00 p.m. which students are very happy about. She thanked the Board for listening to her request. Miss Saucedo reported that the AVPA and the clubs on campus are really thriving. She stated that a former student will be returning to the High School from Columbia to speak to students. Miss Saucedo followed-up with the Board on her request about the cross-walk issues at intersections near the school. Mr. LaRose informed her that it is being discussed with the City. Miss Saucedo informed the Board that some students are looking into updating the patio area. She also wanted to bring her proposal of an awning over the patio again. She stated that the hydration stations have been a big hit. Students have requested more if possible.

11.4 Members of the Audience

Members of the audience spoke about:

- Madeline Ehrlich commented on community service at the High School. She stated that she was working at the polls during the elections and there was a High School student helping out who said that he was getting community service hours. Mrs. Ehrlich stated that the students are not supposed to get paid for community service hours. She would like staff to follow-up on this information and let the students know that when working on their community service hours they are not supposed to get paid.
- Jeannine Wisnosky Stehlin stated that the parents and President of the United Parents of Culver City (UPCC) congratulate the Board on the programs that honor and encourage students.
- George Laase referenced Mrs. Lockhart's report on the shortage of substitute teachers and suggested that possibly beginning teachers could get additional experience by substituting. He asked about the pay and wanted to know what is being done about the shortage. Mrs. Lockhart stated that we are continuing to post the positions and interview. She informed Mr. Laase that we want to hold possible candidates to the District's high standards and do not want to just hire anyone.
- Jamal White from Culver City High School showed two Power Point presentations to the Board. One showed the half time show at the football game to honor Breast Cancer Awareness Month. The other presentation was about the belief at the High School of Pursuing Victory with Honor. It showed students preparing for games and students helping the athletes with injuries. All of the athletic teams at the High School participated in the video.

11.5 Members of the Board

Board Members spoke about:

- Ms. Robins inquired about the polling locations at the schools. She stated that she had to poll at Farragut Elementary. She would like it if we did not use our elementary schools for polling. Ms. Robins would like staff to look into what we have to do to make sure our elementary schools are not used as polling locations.
- Dr. Levin stated that he was looking forward speaking to the AVID class. He is really interested to hear the feedback from the parents about the report card pilot program that was reported by Dr. Krumpe. Dr. Levin is hoping that the Board can hear feedback from teachers as they attend conferences. He thinks it is a good idea that they share with the community some of the information that they get from the conferences. He reported that the CCEF Benefactors Breakfast was great and he also attended the AVPA Dance Show. Dr. Levin reported that there will be a CBAC regular meeting tomorrow, and the Sandy Segal Youth Health Center installation of officers will be tomorrow night in the Board Room. He addressed the CBOC appointees by telling them that if the Board does their job correctly, their job on the committee may be very boring.
- Ms. Paspalis stated that she enjoyed the CCEF Benefactor's Breakfast and the community involvement at the event. She wished everyone a Happy Thanksgiving holiday.
- Ms. Goldberg stated that she applauds everyone who has volunteered to serve on CBOC and wished everyone a Happy Thanksgiving holiday.
- Ms. Chardiet stated that she attended the La Ballona Fall Festival which was great and the High School's marching band was there. They were also at the Farragut Festival. She thanked Dr. Tony Spano for getting the students together and attending the events. Ms. Chardiet also thanked Mr. LaRose for getting the Culver City Compact meeting arranged. She enjoyed the meeting and was excited to everyone there. She attended a My Brother's Keeper meeting and asked about the District's graduation data. Dr. Krumpe provided information on how the information is gathered.

12. Information Items

12.1 First Reading of Revised Board Policy and Administrative Regulation 5111, Students – Admission

Dr. Krumpe presented the Policy and Administrative Regulation to the Board. Ms. Paspalis asked for a small revision to BP5111(a) in the last paragraph to change the word "graduated" to "promoted" on the second line. The information will be brought back to the next meeting for approval.

12.2 First Reading of Revised Board Policy and Administrative Regulation 5123, Students – Promotion/Acceleration/Retention

Dr. Krumpe introduced the Policy and Administrative Regulation to the Board. She spoke about the initial assessments for TK, how TK has been received since it has been in available for enrollment, and the enrollment process. Dr. Levin had a small revision. Ms. Chardiet stated that she was happy that the District was reviewing the policy because of an issue that she went through with her daughter when Ms. Chardiet was trying to have her refrained in kindergarten or first grade. Ms. Paspalis stated that she is hoping that the rumors are not true. She heard that the teachers in summer school have been less than stellar. The Board Policy and Administrative Regulation will be brought back for approval.

12.3 First Reading of Revised Board Policy and New Administrative Regulation 5145.3, Students – Nondiscrimination/Harassment

Stephanie O'Neal and Richard Caines both spoke in support of the District's non-discrimination/harassment policy. Ms. O'Neal thanked the Board for taking a stance. She stated that her family is on day 56 of non-resolution regarding a matter that relates to this policy. She respectfully requested a resolution. Mr. Caines also thanked the Board for taking a stance and looking at the topic of bullying. He hopes the Board will also look at the issues to be addressed in sports. Board members discussed different variations of wording. A small revision was made. The Board Policy and Administrative Regulation will be brought back for approval.

12.4 Second Reading of Revised Board Bylaw 9121-President

The Board Bylaw was reviewed. Ms. Paspalis requested that on the first page a portion of the second paragraph be removed that speaks to Robert's Rules of Order. The Board Bylaw will be brought back for approval.

RECESS THE REGULAR MEETING OF THE BOARD OF EDUCATION AND CONVENE THE MEETING OF CULVER CITY SCHOOL FACILITIES FINANCING AUTHORITY (CCSFFA)

Ms. Chardiet recessed the regular meeting of the Board of Education and opened the meeting of Culver City School Facilities Financing Authority at 9:10 p.m.

1.0 Approval of Payments to Balfour Beatty Company for Elevator Project Progress Payments

It was moved by Ms. Goldberg and seconded by Ms. Paspalis that the Board of Directors approve payment to Balfour Beatty Company for \$948,485.13 as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

Ms. Chardiet adjourned the meeting of the Culver City School Facilities Financing Authority and reconvened to the regular meeting of the Board of Education at 9:03 p.m.

14. Action Items

The following item was moved up on the agenda so that the appointees could be introduced and exit the meeting if they chose to do so.

14.3b Approval is Recommended for the Appointments to the Measure CC Citizens' Bond Oversight Committee (CBOC)

The following people were announced as appointees for the Measure CC Citizens' Bond Oversight Committee (CBOC): Ann D. Alexander, Janet Chabola, Alan Corlin, Paul Ehrlich, Goran Ericsson, Michael Hamill, Nobuhiro Hasegawa, Laura Stuart, Jonathan Varsono, Jamie Wallace, and Jeannine Wisnosky Stehlin. It was moved by Dr. Levin and seconded by Ms. Goldberg that the aforementioned appointees as members of CBOC as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

13. Recess

The Board recessed at 9:15 p.m. and reconvened at 9:25 p.m.

14. Action Items

14.1 Superintendent's Items - None

14.2 Education Services Items

14.2 Second Reading and Approval of Revised Board Policy and Administrative Regulation 6172, Instruction – Gifted and Talented Student Program

It was moved by Dr. Levin and seconded by Ms. Goldberg that the Board approve Revised Board Policy and Administrative Regulation 6172, Instruction – Gifted and Talented Student Program as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.2b Second Reading and Approval of Revised Board Policy 5127, Students – Graduation Ceremonies and Activities

It was moved by Ms. Paspalis and seconded by Dr. Levin that the Board approve Revised Board Policy 5127, Students – Graduation Ceremonies and Activities as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.2c Approval is Recommended for the Suspended Expulsion of School and Family Support Services Case #01-14-15

It was moved by Ms. Goldberg and seconded by Ms. Paspalis that the Board approve the Suspended Expulsion of School and Family Support Services Case #01-14-15 as presented. Ms. Chardiet had to read a statement. She stated that the Board accepted the panel's decision but chose not to suspend the expulsion so that it is an expulsion without the suspension aspect. The amended motion is that the Board approves to expel Case #01-14-15 through the second semester of 2015. The amended motion was moved by Ms. Goldberg and seconded by Ms. Paspalis. The amended motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.3 Business Services Items – (cont.)**14.3a Approval is Recommended for Resolution #7/2014-2015 – Reading of the Official Results of Measure CC Bond Election**

It was moved by Ms. Paspalis and seconded by Dr/ Levin that the Board approve Resolution #7/2014-2015 – Reading of the Official Results of Measure CC Bond Election as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.3c Approval is Recommended for the Ratification of Contract with Mobile Modular Management Corporation

It was moved by Dr. Levin and seconded by Ms. Robins that the Board approve the Ratification of Contract with Mobile Modular Management Corporation as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.3d Approval is Recommended for Revision to Previously Approved Co-Tenancy Agreement with L.A. Goal

It was moved by Ms. Goldberg and seconded by Ms. Robins that the Board approve Revision to Previously Approved Co-Tenancy Agreement with L.A. Goal as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.3e Approval is Recommended for the Agreement with Paradigm Healthcare Services, LLC

It was moved by Ms. Paspalis and seconded by Dr. Levin that the Board approve the Agreement with Paradigm Healthcare Services, LLC as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.3f Approval is Recommended for the Agreement with Atkinson, Andelson, Loya, Ruud & Romo

It was moved by Ms. Goldberg and seconded by Ms. Paspalis that the Board approve the Agreement with Atkinson, Andelson, Loya, Ruud & Romo as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.3g Approval is Recommended for the Purchase of Two (2) Transit Vans

Ms. Chardiet made the correction to the agenda title and explained that it was the purchase of one van. It was moved by Ms. Paspalis and seconded by Dr. Levin that the Board approve the Purchase of one (1) Transit Van as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.3h Approval is Recommended for the Amendment to Master Architect Agreement with Ghataode Bannon Architects

It was moved by Ms. Goldberg and seconded by Ms. Robins that the Board approve the Amendment to Master Architect Agreement with Ghataode Bannon Architects as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.3i Approval is Recommended for Resolution #8-2014/2015 Local Reserve Cap

It was moved by Ms. Robins and seconded by M.s Paspalis that the Board approve Resolution #8-2014/2015 Local Reserve Cap as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.4 Personnel Items - None

15. Board Business

15.1 Board Self-Evaluation

Ms. Goldberg read her evaluation of how the Board members participated during the meeting. She scored all of the sections of the evaluation with fives, except for the section regarding listening attentively while others were speaking.

Adjournment

There being no further business, it was moved by Ms. Robins, seconded by Ms. Paspalis and unanimously approved to adjourn the meeting with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays. Board President Ms. Chardiet adjourned the meeting at 9:40 p.m. in honor of the Thanksgiving holiday.

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 November 9, 2014 through November 29, 2014 is \$411,244.72. Warrants issued for the period October 17, 2014 through November 25, 2014 total \$11,111,978.74. This includes \$6,518,733.00 in commercial warrants, and \$4,593,245.74 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 November 9, 2014 through November 29, 2014 in the amount of \$411,244.72 and warrants for October 17, 2014 through November 25, 2014 in the amount of \$11,111,978.74 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib Amount	PO Amt
11/10/14	63107EF	C		11/10/2014	LOS ANGELES BASS WORKS	MUSICAL INSTRUMENTS/SUPP 11/10/2014	Culver City High School 63107EF	01.0	90127.0	11100	10000	4400	4010000	14-15	1,806.75	1,806.75
11/19/14	63114EF	A		11/19/2014	CDW-G	COMPUTER SUPP/EQUIP 11/19/2014	Linwood Howe Elementary 63114EF	01.0	90127.0	11100	10000	4410	2020000	14-15	179.50	179.50
11/20/14	63117EF	A		11/20/2014	CUE	CONFERENCE AND TRAVEL 11/20/2014	Farragut Elementary 63117EF	01.0	90127.0	11100	10000	5220	2050000	14-15	1,680.00	1,680.00
11/18/14	63257M	A		11/18/2014	TOURCOACH CHARTER & TOURS	TRANSPORTATION SUPP/EQUIP/SERV 11/18/2014	Operations 63257M	01.0	00000.0	15000	36000	5871	0005041	14-15	700.00	700.00
11/21/14	63605A	A		11/21/2014	EVERBANK COMMERCIAL	EQUIPMENT RENTAL/LEASE 11/21/2014	Adult School 63605A	11.0	06390.0	41100	27000	5610	0000010	14-15	3,023.16	3,023.16
11/10/14	63794	C		11/17/2014	REDWOOD PRESS	OFFICE SUPPLIES 11/10/2014	Purchasing 63794	01.0	00000.0	00000	73000	4350	0005030	14-15	10,311.63	10,311.63
11/12/14	64094	C		11/12/2014	MICHAEL SHLEYFER	INSTRUCTIONAL SUPPLIES 11/12/2014	Special Education 64094	01.0	33100.0	57700	11100	4310	0004040	14-15	100.00	100.00
11/17/14	64165	A		11/17/2014	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP 11/17/2014	Undistributed SeIpa 64165	01.7	65120.0	50500	22000	4410	0000000	14-15	2,001.21	2,001.21
11/18/14	64168	A		11/18/2014	ADAM'S MUSIC	INSTRUCTIONAL SUPPLIES 11/18/2014	Special Projects 64168	01.0	00000.0	11100	10000	4310	0004030	14-15	202.93	202.93

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CULVER CITY UNIFIED SD**

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

Purchase Orders/Buyouts To The Board for Ratification From : **11/9/2014** To **11/29/2014**
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
11/13/14	64180A	A		11/13/2014	MELROSEMAC, INC.	SOFTWARE	Special Education 64180A	01.0	33100.0	57700	11100	4340	0004040	14-15	190.00	190.00
					MELROSEMAC, INC.	11/13/2014	64180A									190.00
11/12/14	64194	A		11/12/2014	PACIFIC SALES	APPLIANCES	Office of Child Development 64194	12.0	90284.0	85000	10000	4400	0000002	14-15	531.04	531.04
					PACIFIC SALES	11/12/2014	64194									531.04
11/17/14	64197	C		11/17/2014	NATIONAL STUDENT CLEARINGHOUSE	MEMBERSHIPS	High School 64197	01.0	00000.0	00000	27000	5310	4010001	14-15	425.00	425.00
					NATIONAL STUDENT CLEARINGHOUSE	11/17/2014	64197									425.00
11/17/14	64198	A	1	11/21/2014	ESPECIAL NEEDS, LLC	MEDICAL & LAB SUPP/EQUIP	Undistributed Sel pa 64198	01.7	65003.0	50500	22000	4400	0000000	14-15	427.43	427.43
					ESPECIAL NEEDS, LLC	11/17/2014	64198									427.43
11/17/14	64200	C		11/17/2014	VASILE MITILICA	REPAIRS - OTHER	Undistributed Fiscal 64200	14.0	06205.0	00000	81100	5630	0000000	14-15	1,009.22	1,009.22
					VASILE MITILICA	11/17/2014	64200									1,009.22
11/10/14	64201	A		11/10/2014	BEARCOM WIRELESS	RENTS/RENTALS	EI Marino Language 64201	01.0	91400.0	11100	10000	5630	2030000	14-15	108.84	108.84
					BEARCOM WIRELESS	11/10/2014	64201									108.84
11/17/14	64205	A		11/17/2014	APPERSON EDUCATION	INSTRUCTIONAL SUPPLIES	Culver City Middle School 64205	01.0	00000.0	11100	10000	4310	3010001	14-15	824.55	824.55
					APPERSON EDUCATION	11/17/2014	64205									824.55
11/12/14	64207	A		11/12/2014	CDW-G	COMPUTER SUPP/EQUIP	Pupil Services 64207	01.0	00000.0	00000	31400	4410	0004020	14-15	1,765.34	1,765.34
					CDW-G	11/12/2014	64207									1,765.34
11/10/14	64208	A		11/10/2014	NORTHERN TOOL + EQUIPMENT	INSTRUCTIONAL SUPPLIES	Security 64208	01.0	00000.0	00000	83000	4310	0001050	14-15	1,500.00	1,500.00
					NORTHERN TOOL + EQUIPMENT	11/10/2014	64208									1,500.00

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

* Prior Year Payments

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Purchase Orders/Buyouts To The Board for Ratification From : 11/9/2014 To 11/29/2014
 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
11/12/14	64209	A		11/12/2014	GRAINGER, INC.	INSTRUCTIONAL SUPPLIES 11/12/2014	Business Services 64209	01.0	00000.0	00000	73001	4310	0005000	14-15		189.64	189.64
11/12/14	64210	A		11/12/2014	LAKESHORE WLA	INSTRUCTIONAL SUPPLIES 11/12/2014	Special Education 64210	01.0	33100.0	57300	11100	4310	0004040	14-15		197.01	197.01
11/17/14	64212	A		11/17/2014	GINGER SOFTWARE, INC.	SOFTWARE 11/17/2014	Special Education 64212	01.0	33100.0	57700	11100	4340	0004040	14-15		1,166.18	1,166.18
11/17/14	64213	A		11/17/2014	HAWTHORNE EDUCATIONAL	INSTRUCTIONAL SUPPLIES 11/17/2014	Special Education 64213	01.0	33100.0	57700	11100	4310	0004040	14-15		65.73	65.73
11/17/14	64214	C		11/17/2014	PESI	CONFERENCE AND TRAVEL 11/17/2014	Special Education 64214	01.0	56400.0	00000	21000	5220	0004040	14-15		756.00	756.00
11/17/14	64215	A		11/17/2014	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES 11/17/2014	Special Education 64215	01.0	33100.0	57300	11100	4310	0004040	14-15		218.60	218.60
11/18/14	64217	A		11/18/2014	THE LATINO FAMILY LITERACY PROJECT	INSTRUCTIONAL SUPPLIES 11/18/2014	Special Projects 64217	01.0	42030.0	11100	10000	4310	0004030	14-15		2,065.75	2,065.75
11/17/14	64219	C		11/17/2014	ACSA'S FOUNDATION FOR	CONFERENCE AND TRAVEL 11/17/2014	Pupil Services 64219	01.0	00000.0	00000	31400	5220	0004020	14-15		375.00	375.00
11/17/14	64220	C		11/17/2014	CITY OF CULVER CITY	CONTRACTED SERVICES 11/17/2014	Security 64220	01.0	00000.0	00000	83000	5810	0001050	14-15		165.00	165.00

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

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Purchase Orders/Buyouts To The Board for Ratification From : 11/9/2014 To 11/29/2014
 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
11/14/14	64221	A		11/14/2014	CLEAN RIVER RECYCLING	INSTRUCTIONAL SUPPLIES 11/14/2014	Undistributed Cal Recycle 64221	01.0	90800.0	00000	27000	4310	00000000	14-15	126,000.00	126,000.00
11/17/14	64222	A		11/17/2014	A.T.A.C. INC.	SECURITY SUPP/EQUIP/SYSTEM 11/17/2014	Security 64222	01.0	00000.0	00000	83000	4410	00010050	14-15	8,433.90	8,433.90
11/18/14	64223	A		11/18/2014	DJ CO-OPS	FOOD PRODUCTS 11/18/2014	Undistributed FS 64223	13.0	53100.0	00000	37000	4710	00000000	14-15	266.55	266.55
11/18/14	64224	A		11/18/2014	ESPECIAL NEEDS, LLC	MEDICAL & LAB SUPP/EQUIP 11/18/2014	Undistributed Se1pa 64224	01.7	65003.0	50500	22000	4400	00000000	14-15	453.05	453.05
11/18/14	64225	A		11/18/2014	SCHOOL SERVICES OF CALIFORNIA, INC.	CONTRACT SERVICES RENDERED 11/18/2014	Superintendent's Office 64225	01.0	00000.0	00000	71000	5810	00010000	14-15	11,840.00	11,840.00
11/17/14	64226	X	1	11/19/2014	NATIONAL SCHOOL BOARDS	MEMBERSHIPS 11/17/2014	Superintendent's Office 64226	01.0	00000.0	00000	71000	5310	00010000	14-15	4,165.00	4,165.00
11/17/14	64228	C		11/17/2014	L A GOAL	REPAIRS - OTHER 11/17/2014	Undistributed Bus SVCS 64228	14.0	06205.0	00000	81100	5630	00000000	14-15	2,020.00	2,020.00
11/17/14	64229	A		11/17/2014	MELROSEMAC, INC.	COMPUTER SUPP/EQUIP 11/17/2014	La Ballona Elementary 64229	01.0	90400.0	00000	21000	4410	20600000	14-15	672.34	672.34
11/17/14	64230	C		11/17/2014	NATIONAL NOTARY ASSOCIATION	MEMBERSHIPS 11/17/2014	Superintendent's Office 64230	01.0	00000.0	00000	71000	5310	00010000	14-15	59.00	59.00

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

* Prior Year Payments

Board List Purchase Order Report

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 District: 64444

Purchase Orders/Buyouts To The Board for Ratification From : 11/9/2014 To 11/29/2014
 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
11/17/14	64231	A		11/17/2014	CURRICULUM ASSOCIATES, INC.	INSTRUCTIONAL SUPPLIES 11/17/2014	Ei Rincon Elementary 64231	01.0	07395.0	11100	10000	4310	2040000	14-15		205.34	205.34
11/17/14	64232	C		11/18/2014	SOUTH COAST AIR QUALITY	CONTRACTED SERVICES 11/17/2014	Security 64232	01.0	00000.0	00000	83000	5810	0001050	14-15		761.54	761.54
11/18/14	64233	A		11/18/2014	CTB/MCGRAW-HILL CUSTOMER SERVICE	TEST/TEST MATERIALS 11/18/2014	Adult School 64233	11.0	06390.0	41100	10000	4340	0000010	14-15		2,463.75	2,463.75
11/19/14	64234	A		11/19/2014	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES 11/19/2014	Culver City Middle School 64234	01.0	30100.0	11100	10000	4310	3010000	14-15		113.86	113.86
11/18/14	64235	A		11/18/2014	CDW-G	COMPUTER SUPP/EQUIP 11/18/2014	Ei Rincon Elementary 64235	01.0	02222.0	11100	10000	4410	2040000	14-15		279.68	279.68
11/19/14	64236	A		11/19/2014	BARNES & NOBLE BOOKSELLERS	INSTRUCTIONAL SUPPLIES 11/19/2014	Special Projects 64236	01.0	42030.0	11100	10000	4310	0004030	14-15		73.45	73.45
11/18/14	64237	A		11/18/2014	APPLE INC.	COMPUTER SUPP/EQUIP 11/18/2014	Farragut Elementary 64237	01.0	00000.0	16006	10000	4410	2050000	14-15		1,280.99	1,280.99
11/18/14	64238	A		11/18/2014	TROXELL COMMUNICATIONS	COMPUTER SUPP/EQUIP 11/18/2014	Farragut Elementary 64238	01.0	00000.0	16006	10000	4410	2050000	14-15		1,157.42	1,157.42
11/18/14	64239	A		11/18/2014	LIGHTSPEED TECHNOLOGIES,	COMPUTER SUPP/EQUIP 11/18/2014	Farragut Elementary 64239	01.0	00000.0	16006	10000	4410	2050000	14-15		1,053.72	1,053.72

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

* Prior Year Payments

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Purchase Orders/Buyouts To The Board for Ratification From : 11/9/2014 To 11/29/2014
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

WEEKLY

Change		Distrib														
PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Amount	PO Amt
11/19/14	64240	A		11/20/2014	EMERSON'S LOCKSMITH	COMPUTER SUPP/EQUIP 11/19/2014	EI Marino Language 64240	01.0	91400.0	00000	27000	4350	2030000	14-15	131.40	131.40
11/19/14	64241	A		11/19/2014	ADAM'S MUSIC	INSTRUCTIONAL SUPPLIES 11/19/2014	Special Projects 64241	01.0	00000.0	11100	10000	4310	0004030	14-15	244.07	244.07
11/19/14	64242	A		11/19/2014	ADAM'S MUSIC	INSTRUCTIONAL SUPPLIES 11/19/2014	Special Projects 64242	01.0	00000.0	11100	10000	4310	0004030	14-15	153.35	153.35
11/18/14	64243	A		11/18/2014	AVID CENTER	INSTRUCTIONAL SUPPLIES 11/18/2014	Special Projects 64243	01.0	30100.0	11100	10000	4310	0004030	14-15	803.36	803.36
11/18/14	64244	A		11/18/2014	PARVIZ PRINTING COMPANY, INC.	PRINTING SERVICES 11/18/2014	Superintendent's Office 64244	01.0	00000.0	00000	71000	4350	0001000	14-15	1,486.35	1,486.35
11/19/14	64247	A		11/19/2014	TOSHIBA AMERICA BUSINESS	EQUIPMENT RENTAL/LEASE 11/19/2014	Nurses-Health Aides 64247	01.0	56400.0	00000	31400	5610	0004027	14-15	1,243.92	1,243.92
11/19/14	64248	A		11/19/2014	MINDSTEPS, INC.	BOOKS 11/19/2014	Culver City Middle School 64248	01.0	02222.0	00000	27000	4210	3010000	14-15	114.20	114.20
11/19/14	64249	A		11/19/2014	REDWOOD PRESS	PRINTING SERVICES 11/19/2014	Undistributed PS 64249	13.0	53100.0	00000	37000	4350	0000000	14-15	543.12	543.12
11/19/14	64250	A		11/19/2014	EDUCATION MANAGEMENT	CONTRACTED SERVICES 11/19/2014	Undistributed PS 64250	13.0	53100.0	00000	37000	5810	0000000	14-15	860.00	860.00

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

* Prior Year Payments

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Report ID: LAPO009C
 District: 64444
 Purchase Orders/Buyouts To The Board for Ratification From : 11/9/2014 To 11/29/2014
 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
11/19/14	64251	A		11/19/2014	TOSHIBA AMERICA BUSINESS	EQUIPMENT RENTAL/LEASE 11/19/2014	Nurses-Health Aides 64251	01.0	56400.0	00000	31400	5610	0004027	14-15		1,243.92	1,243.92
11/19/14	64252	A		11/19/2014	TROXELL COMMUNICATIONS	COMPUTER SUPP/EQUIP 11/19/2014	El Marino 64252	01.0	00000.0	11100	10000	4410	2030001	14-15		643.86	643.86
11/20/14	64254	A		11/20/2014	HOME DEPOT CREDIT SERVICES	STORAGE SUPP/EQUIP 11/20/2014	Farragut Elementary 64254	01.0	00000.0	11100	10000	4400	2050000	14-15		699.99	699.99
11/21/14	64255	A		11/21/2014	GBC	OFFICE SUPPLIES 11/21/2014	Farragut Elementary 64255	01.0	00000.0	16003	10000	4400	2050000	14-15		2,001.03	2,001.03
11/25/14	64256	A		11/25/2014	CULVER CITY LIONS CLUB	MEMBERSHIPS 11/25/2014	Superintendent's Office 64256	01.0	00000.0	00000	71000	5310	0001000	14-15		87.00	87.00
11/25/14	64257	A		11/25/2014	OFFICE DEPOT	OFFICE SUPPLIES 11/25/2014	El Marino Language 64257	01.0	90400.0	00000	21000	4350	2030000	14-15		92.61	92.61
11/24/14	64261	A		11/24/2014	AMERICAN INTEGRATED	REPAIRS - OTHER 11/24/2014	Culver City High School 64261	14.0	06205.0	00000	81100	5630	4010000	14-15		4,500.00	4,500.00
11/24/14	64262	A		11/24/2014	A.T.A.C. INC.	CONTRACTED SERVICES 11/24/2014	Security 64262	01.0	00000.0	00000	83000	5810	0001050	14-15		5,533.00	5,533.00
11/25/14	64266	A		11/25/2014	CDW-G	COMPUTER SUPP/EQUIP 11/25/2014	Resource Specialists 64266	01.0	56400.0	00000	39000	4410	0004026	14-15		139.84	139.84

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

* Prior Year Payments

**CULVER CITY UNIFIED SCHOOL DISTRICT
DISTRICT WARRANTS REPORT
2014 - 2015**

COMMERCIAL WARRANTS

OCTOBER 17, 2014 - NOVEMBER 25, 2014	\$	6,518,733.00
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PAYROLL WARRANTS

OCTOBER 17, 2014 - NOVEMBER 25, 2014	\$	4,593,245.74
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TOTAL:	\$	<u>11,111,978.74</u>
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BOARD REPORT

9.4 Financial Implication for Certificated Services Report No. 8

Total Fiscal Impact per Funding Source:

CCEF	\$ 2,200.00
Coaching & Special Assignments	\$ 1,858.00
General Fund	\$ 9,009.55
Local Control & Accountability Plan (LCAP)	\$ 1,565.35
Panther Partners	\$ 929.00
Student Achievement	\$ 2,934.59
Title I	\$ 5,955.02
Title III – Immigrant Education	\$ 1,507.60

BOARD REPORT

9.4 Certificated Personnel Services Report No. 8

I. Authorization and Ratification of Employment

- A. Substitute Counselor – Middle School
Effective January 5, 2015 through January 30, 2015 at \$383.03 per day, work as needed
Funding Source: General Fund
Total Cost: \$7,277.57
1. Woo, Alexander
- B. Substitute Teacher – District Office
Effective December 1, 2014 at \$134.62 per day, on-call when needed, \$172.30 on 21st day
Funding Source: General Fund
1. Ruiz, Elizabeth
- C. Substitute Teacher – District Office
Effective December 5, 2014 at \$134.62 per day, on-call when needed, \$172.30 on 21st day
Funding Source: General Fund
1. Paolino, Thomas
- D. Extra Assignment – Linwood, ELD Department Chair
Effective November 17, 2014 through June 12, 2015 at \$1,000.00 stipend
Funding Source: LCAP
Total Cost: \$1,000.00
1. Glassman, Liat
- E. Extra Assignment – Farragut, Tutor Low English Learners
Effective December 1, 2014 through June 1, 2015 at \$37.69 per hour, not to exceed 20 hours
Funding Source: Title III – Immigrant Education
Total Cost: \$1,507.60
1. Fredal, Ann
 2. Thompson, Stacy
- F. Extra Assignment – Farragut, Co-Teacher Coverage
Effective November 18, 2014 at \$67.60 per hour, not to exceed 3 hours
Funding Source: General Fund
Total Cost: \$202.80
1. Cruz, Christine

BOARD REPORT

9.4 Certificated Personnel Services Report No. 8 – Page 2

I. Authorization and Ratification of Employment – Continued

G. Extra Assignment – Farragut, Roving Substitute
Effective December 1, 2014 through June 12, 2015 at \$134.62 per day, not to exceed 12 days
Funding Source: Student Achievement
Total Cost: \$1,615.44

1. Caudill, Kerby

H. Extra Assignment – Farragut, Math Club Sponsor
Effective April 1, 2015 through June 12, 2015 at \$350.00 stipend per teacher
Funding Source: General Fund
Total Cost: \$700.00

1. Flowers, Traci
2. Vy, Chanda

I. Extra Assignment – Middle School, AVID Co-Coordinators
Effective August 20, 2014 through June 12, 2015 at \$1,100.00 stipend per teacher
Funding Source: CCEF
Total Cost: \$2,200.00

1. Groya, Julie
2. Washington, Joseph

J. Extra Assignment – Middle School, Olweus Planning Committee
Effective September 2, 2014 through June 12, 2015 at \$37.69 per hour, not to exceed 10 hours per teacher
Funding Source: Student Achievement
Total Cost: \$753.80

- | | |
|------------------------------|----------------------|
| 1. Cotton-Yarbrough, Phyllis | 4. Vielman, Monica |
| 2. Takahashi, Ai | 5. Washington, David |
| 3. Vermillion, Jason | |

K. Extra Assignment – Middle School, Saturday School Teacher
Effective October 4, 2014 through June 6, 2015 at \$37.69 per hour, not to exceed 30 hours
Funding Source: 50% Student Achievement & 50% Local Control & Accountability Plan
Total Cost: \$1,130.70

1. Bosler, Michael

BOARD REPORT

9.4 Certificated Personnel Services Report No. 8 – Page 3

I. Authorization and Ratification of Employment - Continued

L. Extra Assignment – Middle School, 6th & 7th Girls' Basketball Coach
Effective November 18, 2014 through March 13, 2015 at \$929.00 stipend
Funding Source: Panther Partners
Total Cost: \$929.00

1. Garcia, Richard

M. Extra Assignment – Middle School, 8th Girls' Basketball Coach
Effective November 18, 2014 through March 13, 2015 at \$929.00 stipend
Funding Source: Coaching & Special Assignments
Total Cost: \$929.00

1. Guthrie, Donald

N. Extra Assignment – Middle School, Boys' Volleyball Coach
Effective March 17, 2015 through May 15, 2015 at \$929.00 stipend
Funding Source: Coaching & Special Assignments
Total Cost: \$929.00

1. TBA

O. Extra Assignment – Middle School, Additional Before/After School Homework Help
Effective December 1, 2014 through June 12, 2015 at \$37.69 per hour, not to exceed
listed hours per teacher per week
Funding Source: Title I
Total Cost: \$5,427.36

1. Balogun, Tayo 4 hours
2. Bosler, Michael 1 hour
3. Capillo, Brianna 1 hour

P. Extra Assignment – Middle School, Parent Education Night Presenters
Effective December 3, 2014 at 437.69 per hour, not to exceed 3.5 hours per teacher
Funding Source: Title I
Total Cost: \$527.66

1. Balogun, Tayo
2. Berberich, Carol
3. Bergonzi, Donna
4. Wilcox, Kelley

BOARD REPORT

9.4 Certificated Personnel Services Report No. 8 – Page 4

I. Authorization and Ratification of Employment - Continued

Q. Extra Assignment – High School, Peer Tutoring Additional Hours
Effective September 2, 2014 through September 30, 2014 at \$37.69 per hour, not to exceed
stated hours per teacher
Funding Source: General Fund
Total Cost: \$829.18

1. Fontijn, Mariah 16 hours
2. Ta, Jenny 6 hours

R. Extra Assignment – High School, Gate Supervision & Ticket Sales Playoff Games
Effective November 10, 2014 through November 15, 2014 at \$50.00 per game
Funding Source: General Fund

1. Zager, Howard

II. Revision to Previous Approved Item

Previously Approved on Board Report #7; 11/18/14; item III, #1

1. Leaves

- a. Hale, Amy
From: Adult School
To: High School

III. Leaves

1. Ellis, Gina Family Care & Medical Leave of Absence Without Pay
Middle School Effective December 1, 2014 through January 16, 2015

RECOMMENDED MOTION: That approval be granted for Certificated Personnel
Services Report No. 8

Moved by: Seconded by:

Vote:

BOARD REPORT

9.5 Financial Impact for Classified Personnel Services Report No. 8

Total Funding Fiscal Impact:

General Fund Total:	\$5,523.58
	\$15.74 per hour, as needed
	\$14.92 per hour, as needed
	\$9.00 per hour, as needed
Panther Partners Total:	\$2,461.04

BOARD REPORT

9.5 Classified Personnel Services Report No. 8

I. Authorization, Approval & Ratification of Employment

A. Clerical & Fiscal

1. Contreras, Cynthia
Senior Office Assistant/Bilingual
El Rincon – Extra Assignment –
Parent Translation
Not to exceed 2 hours
Funding Source: General Fund
Effective October 30, 2014
Range 19 – \$22.18 per hour
Total Cost: \$44.36
2. Little, Tina
Health Technician II
High School Nurse’s Office –
Extra Assignment – Not to exceed 80 hours
Funding Source: General Fund
Effective December 10, 2014 through
June 30, 2015
Range 20 – \$21.10 per hour
Total Cost: \$1,688.00

B. Instructional Assistants

1. Calvin, Jessica
Substitute Instructional Assistant
District Office
Funding Source: General Fund
Effective December 2, 2014
Hourly, as needed – \$14.92 per hour
2. Fritz, Emily
Substitute Instructional Assistant
District Office
Funding Source: General Fund
Effective December 3, 2014
Hourly, as needed – \$14.92 per hour
3. King, Regina
Substitute Instructional Assistant
District Office
Funding Source: General Fund
Effective December 5, 2014
Hourly, as needed – \$14.92 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 8 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

B. Instructional Assistants – continued

4. Walker, Heidi
Substitute Instructional Assistant
District Office
Funding Source: General Fund
Effective December 3, 2014
Hourly, as needed – \$14.92 per hour
5. Van Loo, Mary
Substitute Instructional Assistant
District Office
Funding Source: General Fund
Effective December 3, 2014
Hourly, as needed – \$14.92 per hour
6. Van Loo, Mary
Substitute School Technology Technician
High School – Extra Assignment – AP Testing
Not to exceed 3.5 hours
Funding Source: General Fund
Effective November 12, 2014
Range 21 – \$21.49 per hour
Total Cost: \$75.22

C. Maintenance, Operations & Transportation

1. Ruiz, David
Substitute School Custodian
Maintenance, Operations & Transportation
Funding Source: General Fund
Effective November 21, 2014
Hourly, as needed – \$15.74 per hour

D. Coaches

1. Nilsson, Amanda
Temporary Girls' Volleyball Coach
Middle School
Funding Source: Panther Partners
Effective September 4, 2014 through
November 14, 2014
Stipend of \$929.00
2. Noel, Robert
Temporary Boys' Basketball Coach
Middle School
Funding Source: General Fund
Effective November 18, 2014 through
March 13, 2015
Stipend of \$929.00

BOARD REPORT

9.5 Classified Personnel Services Report No. 8 – Page 3

I. Authorization, Approval & Ratification of Employment – continued

D. Coaches – continued

3. Herrera, Lino
Temporary Boys' Soccer Coach
Middle School
Funding Source: General Fund
Effective March 17, 2015 through
May 15, 2015
Stipend of \$929.00
4. Herrera, Lino
Temporary Girls' Soccer Coach
Middle School
Funding Source: General Fund
Effective March 17, 2015 through
May 15, 2015
Stipend of \$929.00
5. Mejia, Jose
Temporary Girls' Softball Coach
Middle School
Funding Source: General Fund
Effective March 17, 2015 through
May 15, 2015
Stipend of \$929.00
6. Tilman, Rayburn
Temporary Boys' Lacrosse Coach
Middle School
Funding Source: Panther Partners
Effective March 17, 2015 through
May 15, 2015
Stipend of \$929.00

E. Stipend Assignments

1. Adams, Michelle
Temporary After School Instructor
Middle School – Panther Partners Program
Not to exceed 16 hours
Funding Source: Panther Partners
Effective September 15, 2014 through
January 23, 2015
Stipend of \$37.69 per hour
Total Cost: \$603.04

BOARD REPORT

9.5 Classified Personnel Services Report No. 8 – Page 4

I. Authorization, Approval & Ratification of Employment – continued

F. Student Helpers

1. Jimenez Martinez, Freddy
Student Helper – Workability
Location outside of district
Funding Source: General Fund – Special Ed
Effective November 29, 2014
Hourly, as needed – \$9.00 per hour

II. Authorization, Approval & Ratification of Resignations

1. Martin, Maria
Instructional Assistant – Child Development
Child Development
16.5 hours per week, school year
Personal
Funding Source: Child Development
Effective November 30, 2014
Range 11 – \$14.52 per hour
2. Ramos, Ricardo
School Custodian
MOT – El Rincon
8 hours per day, 12 months per year
Retirement
Funding Source: General Fund
Effective December 30, 2014
Range 16 – \$3,394.06 per month

III. Authorization, Approval & Ratification of Revision to Item Previously Approved on Board Report #7; 11/18/14

B. Instructional Assistants

5. Rivera, Jorge
Instructional Assistant – Special Education IIA
El Rincon – Extra Assignment –
Science Camp Field Trip
From: Not to exceed 31.5 hours
To: Not to exceed 33.75 hours
Funding Source: General Fund – Special Ed
Effective November 12, 2014 through
November 13, 2014
Range 16 – \$18.18 per hour

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 8

Moved by:

Seconded by:

Vote:

BOARD REPORT

12/9/14

9.6

9.6 Approval is Recommended for the Single Plans for Student Achievement for Culver City High School, Culver Park High School, Culver City Middle School, El Marino Elementary School, El Rincon Elementary School, Farragut Elementary School, La Ballona Elementary School, and Linwood E. Howe Elementary School

The Single Plan for Student Achievement is a document that represents a school's cycle of continuous improvement of student performance. The annual process of developing, reviewing, and updating the Single Plan for Student Achievement includes a comprehensive review of data and the development of actions necessary to achieve school goals. The plan also addresses funding proposed expenditures related to state and federal categorical programs.

Education Codes 52853 and 52855 require school plans to be annually reviewed, revised and submitted to the Board of Education for approval. Culver City High School, Culver Park High School, Culver City Middle School, El Marino Elementary School, El Rincon Elementary School, Farragut Elementary School, La Ballona Elementary School, and Linwood E. Howe Elementary School are submitting their Single Plans for Student Achievement.

RECOMMENDED MOTION: That the Board approves the Single Plans for Student Achievement for Culver City High School, Culver Park High School, Culver City Middle School, El Marino Elementary School, El Rincon Elementary School, Farragut Elementary School, La Ballona Elementary School, and Linwood E. Howe Elementary School.

Moved by:

Seconded by:

Vote:

Single Plan for Student Achievement

2014-2015 School Year



El Marino

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of our instructional programs for all students to meet local, state and federal targets. As a result, we have adopted the following school goals, related actions, and expenditures to raise the academic performance for all students:

This plan will be considered valid upon the approval from the Culver City Unified School District's Board of Education. Upon approval, this plan will remain in place for the school year that it was approved, and it will act as an interim plan until a new plan is submitted and approved in the coming school year.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Annual Evaluation/Review

Identify each of the goals from the previous year's plan, and using student performance data, specify the progress the school has made in attaining each of these goals.

Goal 1

The percentage of students performing at the proficient or advanced levels in Mathematics as measured by formative assessments on Common Core Essential Standards will be at or above 93% by June 2014. (Partially met: Teachers spent the year identifying Essential Standards and developing assessments and rubrics. On other measures, post-test data from Cotsen/MLC assessments indicate that 78% of students in K-2 [data not available for 3-5] scored at or above 85% on the end-of-year assessment.)

The percentage of students performing at the proficient or advanced levels in English Language Arts as measured by formative assessments on Common Core Essential Standards will be at or above 90% by June 2014. (Partially met: Formative assessments are still being developed and teachers are being trained in Running Records to replace former reading fluency/accuracy measures)

Goal 3

1. (AMAO 1) The percentage of English Language Learners who make adequate CELDT level progression will increase from 56% in 2012 to 57.5% in 2013 and increase according to AYP targets each year thereafter. (2014 Target of 59% met [61.2%] New Target [61%])
2. (AMAO 2) The percentage of English Language Learners who make annual progress in attaining English-language proficiency will increase from 20.1% to 21.4% for students in an EL program for fewer than 5 years, and increase from 45.1 to 47% for students in an EL program for 5 or more years. (2014 Target of 22.8% for students in an EL program for fewer than 5 years met [26.5%] and Target of 49% for students in an EL program for 5 or more years met [66.7%.])
3. (AMAO 3) The percentage of English Language Learners performing at proficient or advanced in English Language Arts on the locally designed Formative Assessments will increase from 78.4% in 2012 to 89.2% in 2013. (data not available for 2014)
4. (AMAO 3) The percentage of English Language Learners performing at proficient or advanced in Mathematics on the EnVision Math posttest will increase from 79% in 2012 to 89.5% in 2013. (2014 target 89.5% not met [])

Goal 4

Each year, 70% of students in grades K-5 will make adequate yearly progress on target language proficiency goals, as measured by advancing one Target Language Development (TLD) level per year. (data not available for 2014; new writing assessments and language benchmarks in development)

Planned Improvements in Student Performance

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).

Identified District Metric	Identified Site Metric	What will be different/improved for students?
Rate of teachers that are credentialed in their area of instruction (currently 100%)	Rate of teachers that are credentialed in their area of instruction (currently 100%)	The rate that teachers will continue to be credentialed in their area of instruction will remain at 100%.
Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)	Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)	The rate that CCUSD students will utilize state adopted curriculum as their core instructional material will remain at 100%.
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)	Facilities rated in "good" or "fair" repair status in all areas of Repair Status based on the 2013-2014 School Accountability Report Card.	Facilities rated in "good" or "fair" repair status in all areas of Repair Status based on the 2013-2014 School Accountability Report Card.

Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I

BTSA/New Teacher Support: In addition to district-provided BTSA support, provide monthly before- or after-school meetings with site administration and quarterly release time to observe other teachers in the grade level to ensure beginning teacher support in the area of immersion education and other site-specific needs.	Seven EM teachers (20%) are in their first two years of teaching in CCUSD, with limited experience in Dual Language immersion pedagogies.	BTSA survey; interactive agendas through Google Docs; professional development attendance and implementation	Certificated	500		
21st Century Technology Tools: Ensure all teachers and students are given the technology necessary to access 21st Century technology tools provided by CCUSD and supported by the District's technology specialist.	All teachers are in their first year of implementation for District Learning Management System, Google Drive, and second year of SchoolCity. Fifteen teachers do not have computers with the capability to access Google Drive	Observational data; Weekly monitoring of teachers' access to Google Drive and to Canvas, use of Chrome and Mac laptop carts for student use; student work samples	Books and Supplies	Unit/CCEF		
21st Century Technology for Learning: To support implementation of technology for learning and to provide direct instructional support in digital literacy to students; provide qualified technology support for individual and small group assistance under the supervision of a highly qualified teacher.	75% of teachers indicated a need for technology support including software navigation, technology updates, network troubleshooting, and 100% for providing coding instruction.	Observational data; student data from ST Math, Type to Learn, SuccessMaker	Classified	29,956		
Expanded Use of Technology: To ensure visually rich classroom environment and scaffolding to maximize English Language Development and primary language support, provide software and applications to support expanded use of MacBooks, Chromebooks, iPads, and Promethean or Epson Interactive technology (LACOE Multimedia Library; Quia; Type to Learn; ST Math; Raz-Kids)	Three of six grade levels (Gr. 2, 3, and 4) did not meet the target of 59% for AMAO 1 (percentage of students making adequate annual CELDT progress).	CELDT data; target language proficiency assessments; Running Records data	Books and Supplies		15,000	CCEF/Unit: 2,000
Math Adoption Support: To support proper alignment to Common Core Mathematics Standards and Practices, site administrators will participate in district-provided Cognitively Guided Instruction trainings and engage in sustained coaching and modeling of effective instruction.	As teachers move to implement CGI practices to meet the rigor of the Common Core Mathematics Standards, site administrators must develop their capacity to provide educational leadership and support to teachers.	Observational data; agendas and notes from coaching sessions with Weaver principal				Services are addressed in CCUSD LCAP

Total Expenditures for Goal 1				30458	15000	0
Total Expenditures				51841	50191	0
Total Budget				51,841	50,191	0
Remaining						0

Planned Improvements in Student Performance

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).						
Identified District Metric	Identified Site Metric	What will be different/improved for students?				
Percentage of teachers that participate in PLC focused on student learning (currently 91%).	Percentage of teachers that participate in PLC focused on student learning (districtwide currently 91%).	The percentage of students that will be taught by teachers that will participate in PLC focused on student learning will increase from 81% to 100%.				
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 in order to enhance collaboration (districtwide currently 53%).	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%.				
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 provided regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards (districtwide currently 42%).	The percentage of 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%.				
Percentage of staff that are trained on the effective use of technology (currently 31%).	Percentage of staff that are trained on the effective use of technology (districtwide currently 31%).	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%.				
Expenditures						
Action	Indicator	Monitoring	Type of Expenditure	Expenditure Amount		
				SA	LCFF	Title I
PLC work: To allow teachers to engage in sustained PLC work in answering the four PLC questions that guide teaching and learning: What do we want students to know and be able to do? How will we know when they know it? What will we do if they didn't learn it? What will we do if they already knew it? Implement Data Analysis protocols to monitor ELA/Math formative assessments and to use that information to improve intervention efforts for all students needing further support.	A review of teachers' needs indicate a lack of administering common formative assessments and analyzing student data based on to drive instruction. Assessments are being developed during district-provided PLC time; data analysis will occur during site-provided PLC time.	PLC Notes that indicate action plans based on student data analysis; completion of grade-level Essential Standards Matrix; observation of the implementation of "no new teaching" time to address needs of students strategically	Certificated	4500		
				substitutes		
PLC work: Develop the capacity of the site lead team to facilitate focused conversations around the 4 questions that guide teaching and learning: What do we want students to know and be able to do? How will we know when they know it? What will we do if they didn't learn it? What will we do if they already knew it?	A review of 2013 Grade-level PLC notes demonstrate a wide variance within both the structures used and topics covered during their time together.	Bi-weekly meetings, agenda notes and action steps established during meetings; Ongoing Monitoring of Grade-level PLC Notes	Certificated	2100	extra assignment	
			Certificated	substitutes	2250	
RTI: With a specific focus on underperforming targeted populations, identify students who require further Tier 2 and Tier 3 supports (RTI) through targeted data analysis of Essential Standards assessments.	A review of current structures used to address struggling students indicates that students do not have certain access to academic or behavioral supports.	Observation of the implementation of "no new teaching" time to address needs of students strategically; PLC notes	Certificated	substitutes		
Share best instructional practices: To support CCUSD efforts in training teachers on effective instructional practices, and to encourage teachers to learn from each other and to see best practices to promote student success for targeted students in action, implement a schedule of schoolwide peer observations and visits to model programs (dual language, Guided Reading/Balanced Literacy, Writers Workshop, CGI)	While all teachers have been trained in at least one of the targeted instructional focus areas, there is a need to support the implementation through peer observations and coaching (for those already trained in OPAL).	Grade-level PLC notes, schedule of peer observations;	Certificated	substitutes	3000	
21st Century Classroom Instruction: To ensure teachers are current on up-to-date immersion methodologies and supported in their understanding of Common Core, ELD and NGSS standards, promote professional learning through memberships to professional organizations/literature and conference attendance (CARLA, NCTM, ATDLE, NSTA; International Immersion Conference, Spark, UCLA Teacher Days, CABE, National CGI Conference).		Teacher "share" time, classroom walkthrough observations, conference attendance	Books and Supplies	Unit/Donation		
			Certificated	3,000	2000	
				subs, conf registrations	subs	
Total Expenditures for Goal 2				9600	7250	0
Total Expenditures				51641	50181	0
Total Budget				51,641	50,181	0
Remaining						0

Planned Improvements in Student Performance

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):						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
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 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%).		The percentage of students that will have access to courses which prepare them for college and career readiness will remain at 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 complete courses which prepare them for the transition to college and career readiness as shown in course descriptions and published student pathways (currently 41%).		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%		
Percentage of students that graduate (currently 91%).		Percentage of students that graduate (currently 91%).		The percentage of students that will graduate will increase from 91% to 92%.		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Visual arts support: extend the PTA-funded Arts Odyssey program to enable all students to receive visual arts instruction by a credentialed teacher in the arts.	Additional classes require additional time for the Arts teacher to be on campus to serve all students every 15 days.	schedule indicating additional day weekly to serve students	Certificated	PTA/District/CCEF: 5,000		
To monitor target language proficiency and to guide instruction to ensure all students are progressing for the Pathways to Biliteracy Certificate, provide students with opportunities to measure their target language development.	Locally designed proficiency assessments provide formative information; however, without a nationally accepted criterion-based assessment, teachers are unable to measure student growth over time. ACTFL/WIDA assessments will provide both students and teachers the information necessary to establish language proficiency	ACTFL/WIDA assessment data	Books and Supplies	Unit: 10,000		
Music: to promote vocal musical development in elementary students, extend the support of the district-provided Music Teacher with weekly before-school Chorus and lunchtime Folk Band sessions.	With one district vocal Music teacher for all elementary sites, there is a need for additional support at the individual sites. Our chorus co-director has a degree in music education; our Folk Band director is formally trained in the Orff Schulwerk musical approach.	Winter and Spring Concerts		Expenditure is outlined in Goal 8, Elementary Block		
Total Expenditures for Goal 3				0	0	0
Total Expenditures				51641	50191	0
Total Budget				51,641	50,191	0
Remaining						0

Planned Improvements in Student Performance

Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Percentage of students completing a-g (currently 41%)		Percentage of students completing a-g (currently 41%)		The percentage of students that will complete all a-g coursework will increase from 41% to 43%.		
Percentage of students graduating (currently 91%)		Percentage of students graduating (currently 91%)		The percentage of students that will graduate will increase from 91% to 92%.		
EL Reclassification rate (currently 19.7%)		EL Reclassification rate (currently 31.8%)		Percentage of students reclassifying to Fluent English Proficient will continue to meet Federal AMAO criteria.		
Students earning a 3 or better on the Advanced Placement exams (currently 76%)		Students earning a 3 or better on the Advanced Placement exams (currently 76%)		The percentage of students that earn a 3 or better on the Advanced Placement exams will increase from 76% to 77%.		
Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)		Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)		The percentage of students that will be "Ready for College" in ELA based on the EAP will increase from 39% to 41%.		
Percentage of students "Proficient" in math based on state testing (currently 74%)		Percentage of students "Proficient" in math based on state testing (currently 93%)		The percentage of students "Proficient" in math will not be measured this year. (No metric available)		
Percentage of students "Proficient" in ELA based on state testing (currently 72%)		Percentage of students "Proficient" in ELA based on state testing (currently 83.7%)		The percentage of students "Proficient" in ELA will not be measured this year. (No metric available)		
Percentage of students "Ready for College" in math based on the EAP (currently 34%)		Percentage of students "Ready for College" in math based on the EAP (currently 34%)		The percentage of students that will be "Ready for College" in Math based on the EAP will increase from 34% to 36%.		
Percentage of students "Proficient" on district common assessments of essential standards (no current data)		Percentage of students "Proficient" on district common assessments of essential standards (no current data)		The percentage of students "Proficient" on district common assessments of essential standards baseline data will be determined.		
Expenditures						
Detail						
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
To ensure students make yearly progress in target language development, provide appropriate curricular resources to support vocabulary development and conceptual understanding.	Core resources provided in Spanish are tailored to native Spanish speakers and as such require scaffolded and visually rich print materials to support content and language development. Japanese program students are only provided Core materials in English and as such require Japanese materials to implement the instructional model.	TLD proficiency assessments; TL writing assessments	Books and Supplies	Unit/Donations: 5,000		
Balanced literacy: to support CCUSD efforts in training teachers on effective instructional practices, provide appropriate curricular resources to support vocabulary development and conceptual understanding.	9 of 34 classroom teachers attended District-provided Running Records/Guided Reading trainings (with 12 more expected to be trained by Spring 2015). A lack of instructional materials needed to implement the Balanced Literacy approach has impacted its implementation.	Running Records data; Observational data; Data Analysis of Student Formative Assessments	Books and Supplies	9,085		
Leveled Literacy intervention: to ensure students receive interventions based on their particular needs during Tier 2 small group instructional time, including English Language Development and targeted literacy development, provide necessary instructional materials to implement research-based and Common-Core aligned literacy instruction.)	9 of 34 classroom teachers attended District-provided LLI training (with 12 more expected to be trained by Spring 2015). A lack of instructional materials needed to implement a structured Tier 2 Leveled Intervention approach has impacted its implementation.	CELDT data; target language proficiency assessments; Running Records data	Books and Supplies		7,200	
To ensure English Learners and socio-economically underserved students are accessing the core curriculum and deepening content knowledge, provide instructional tools and non-fiction supplemental materials.	Three of six grade levels (Gr. 2, 3, and 4) did not meet the target of 59% for AMAO 1 (percentage of students making adequate annual CELDT progress).	CELDT data; target language proficiency assessments; Running Records data	Books and Supplies		7,141	
To ensure English Learners and socio-economically underserved students are accessing the core curriculum and deepening content knowledge, provide qualified instructional support for individual and small group assistance under the supervision of a highly qualified teacher.	Three of six grade levels (Gr. 2, 3, and 4) did not meet the target of 59% for AMAO 1 (percentage of students making adequate annual CELDT progress).	CELDT data; target language proficiency assessments; Running Records data	Classified			District-provided Supplemental Instructional Aide
Total Expenditures for Goal 4				9085	14341	0
Total Expenditures				51641	50191	0
Total Budget				51,641	50,191	0
Remaining						0

Planned Improvements in Student Performance

Goal 5: Engage, inform, and educate all stakeholders (Engagement).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
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.)		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.)		Survey results on the district's efforts to seek parent input for decisions and parent participation will increase from 59% to 61%		
Expenditures						
Detail						
Action	Indicator	Monitoring	Type of Expenditure	Expenditure Amount		
				S.A.	LCFF	Title I
Increase communication to stakeholders of district-wide initiatives and activities taking place via monthly Principal "Coffee and Chats," monthly ELAC, SSC, PTA/ALLEM meetings; PTA room parent network, weekly e-blasts, periodic School Messenger calls/emails, monthly newsletters and school website.	A 2013 survey of parents indicates that parents appreciate multiple avenues to access information about their child's school.	Monthly meeting agendas, newsletters, timely information on school website				
Educate and engage parents and community on a range of topics (or focused topics for this year) through parent education sessions, as identified by parent groups (ELAC, PTA, ALLEM, SSC). Provide extra assignment for teachers to present Math/Literacy evening workshops and Contracted Services for consultants in bilingual home literacy and social/emotional development.	A 2013 survey of parents indicate a strong desire by parents to be more informed about Common Core standards, dual immersion education, digital literacy, 21st Century Learning, and social/emotional development of children	Year-long schedule of topics covered; sign-ins	Certificated		400	
			Services and Operating Costs		5,000	
					workshop presenters	
Provide Japanese- and Spanish-speaking personnel as a resource for target-language speakers to understand information and be able to fully participate in their child's education.	A 2013 survey of parents indicate a need for parent translation in order to include target language speakers	Attendance of target-language speaking parents at parent meetings and workshops	Classified		400	
					extra assignment	
Engage parents through ELAC to create a "buddy" system of English-speaking and target-language-speaking families (ELAC recommendation)	Results from a 2013 ELAC survey indicate a lack of confidence in supporting their children's progress in English reading.	Utilization of network	Classified		400	
					extra assignment	
Total Expenditures for Goal 5				0	6200	0
Total Expenditures				51641	50191	0
Total Budget				51,641	50,191	0
Remaining						

Planned Improvements in Student Performance

Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Percentage of student engagement based on stakeholder surveys (currently 81%)		Percentage of student engagement based on stakeholder surveys (districtwide currently 81%)		Percentage of student engagement based on stakeholder surveys increase from 81% to 82%.		
School attendance rate (currently 96.24%)		School attendance rate (currently 97.48%)		Percentage of attendance rate will increase from 97.48% to 98% or higher.		
EL Reclassification rate (currently 19.7%)		EL Reclassification rate (currently 31.8%)		Percentage of students reclassifying to Fluent English Proficient will continue to meet Federal AMAO criteria.		
Chronic absenteeism of 3.41%		Chronic absenteeism of .28%		Percentage of students identified as chronically absent will decrease from .28% to .16%.		
Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%		Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%		The Culver City High School annual adjusted Grade 9-12 dropout rate will decrease from 2.1% to 1.5%.		
High school graduation rate 91%		High school graduation rate 91%		High school graduation rate increase from 91% to 92%		
Expenditures						
Action	Indicator	Monitoring	Type of Expenditure	Expenditure Amount		
				S.A.	LCPF	Title I
Academics: To ensure students receive the extra support or extension they need, provide learning opportunities outside of the classroom and encourage connections beyond the classroom teacher. ELA- R.E.A.D. program with PAWS for Healing's Reading Therapy dogs; Math- Math Club open to all 4th and 5th graders, designed to foster love of math	2014 Olweus data shows that 25% of students neither like or dislike school, and 3% dislike school.	Olweus data; student feedback	Books and Supplies	500		
			Certificated	CCEF: math club		
Academics: Continue to monitor and provide support for Reclassified Fluent English Proficient students, as well as provide support for English Learners not making adequate yearly progress.	Three of six grade levels (Gr. 2, 3, and 4) did not meet the target of 59% for AMAO 1 (percentage of students making adequate annual CELDT progress).	AMAO 1, 2, 3 data; Running Records	Classified		District funded IA	
Arts- Music: To ensure students receive the extra support or extension they need, provide learning opportunities outside of the classroom and encourage connections beyond the classroom teacher. Music: Chorus; Lunchtime Folk Band/Advanced Recorders/String Quartet for grades 3-5		Student performances 3 times yearly	Certificated	Elem. Block: 1,539		
Activities/ Interaction with adults: To encourage a love of reading, support English Learners in a weekly Morning reading club run by parents (ELAC recommendation – The Morning Club pairs English-speaking parents with target-language families (and vice versa), for students to experience family reading time with a language model.	Results from a 2013 ELAC survey indicate a lack of confidence in supporting their children's progress in English reading.	Attendance at JIP and SIP clubs; AMAO data; Running Records	Books and Supplies		2,400	
Activities: To encourage student leadership and collaboration, provide learning opportunities outside of the classroom and encourage connections beyond the classroom teacher. Student Council: 2 faculty advisors for weekly lunchtime and/or before-school meetings for 4th-5th grade representatives; Student Safety Patrol (PTA-supported); GrowingGreat Garden Club (PTA-supported); Green5 (PTA-supported)	Consensus among faculty advisors, OBPC members and staff that with support and guidance, student clubs can serve as the vehicle to promote and model desired behaviors in students.	Student-led Service projects; attendance monitoring	Certificated	Elem. Block: 600		
Total Expenditures for Goal 6				500	2400	0
Total Expenditures				51641	50191	0
Total Budget				51,641	50,191	0
Remaining						

Goal 7: Provide a school environment which establishes physical and cultivates emotional security, facilitates responsible decision making, and ensures learning (Engagement).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Student Suspension rate (currently 2% districtwide)		Student Suspension rate .4%		Based on discipline data, the number of students suspended for disciplinary reasons will drop from .4% to .2% or lower.		
Student Expulsion rate (currently 3 students districtwide or .04%)		Student Expulsion rate 0%		Based on discipline data, the number of students expelled for disciplinary reasons will remain at 0%		
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, 71% of CCHS students felt safe or very safe at school.		Based on survey results, students reporting feeling safe will increase from 71% to 73%.		
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."		The California Health Kids Survey showed that, 63% of CCHS 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."		Based on survey results, students reporting that there is a teacher or some other adult who really cares about them will increase from 62% to 64%.		
According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."		According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."		Based on survey results, students reporting that CCUSD schools provide a physically safe environment will increase from 78% to 80%.		
According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."		According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."		Based on survey results, students reporting that CCUSD schools provide an environment which cultivates emotional security will increase from 64% to 66%.		
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, 69% of the respondents agree that "CCUSD schools provide a school environment which encourages responsible decision-making."		Based on survey results, students reporting that CCUSD schools provide a school environment which encourages responsible decision-making will increase from 69% to 71%.		
According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."		According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."		Based on survey results, students reporting that CCUSD provides a school environment centered on learning will increase from 89% to 90%.		
Expenditures						
Details						
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
To ensure all students have a shared experience and common language to practice their social/emotional development, provide CSC/Olweus materials as a core Tier 1 program for all teachers.	CSC/Olweus research indicates that norms, Class Meetings, and Buddies must be implemented schoolwide to ensure a common language and experience for students. Four teachers lack the	Observations; bi-monthly OBPPC meetings notes	Books and Supplies	1500		
To ensure students receive structured support based on their particular needs during both Tier 1 and Tier 2 small group instructional time, provide research-based social-emotional development curriculum that gives students the tools to interact positively with others and to know how and when to intervene to solve problems.	2014 Olweus data shows that 96% of students surveyed feel sorry and want to help when they see a student being bullied, yet only 20% of the students reported that they try to stop bullying when they see it, compared to 91% and 27% nationally.	Intervention Team Logs; SST referrals; Discipline referrals	Books and Supplies		5000	
To promote authentic celebrations that reflect El Marino's mission, create a schoolwide system to positively recognize students who demonstrate desired behaviors and values. (PBIS Gold slips or equivalent; monthly student recognition assemblies; periodic student recognition events)	Results from the Site Lead PLC days indicate a lack of an articulated vision for communicating and celebrating shared values.	Authentic celebrations log	Books and Supplies	Donations: 300		
Establish a site intervention team to monitor students issues across the school site and implement a process to address student needs	A review of 2013 SST forms indicate inconsistent use of the protocol across grade levels and programs, resulting in gaps in student monitoring	Intervention team log				
Increase communication with noon duty supervisors by holding bi-monthly check-in meetings to address concerns and monitor students in need of further support	A review of 2013 discipline referrals indicates the majority of referrals came during lunchtime, indicating a need for greater communication among site administrators and yard supervisors for preventative measures.	Meeting agenda/sign-ins, student discipline referral data	Classified	500		
Olweus Bully Prevention Coordinating Committee: Ensure communication of all stakeholders on the site lead team and facilitate focused conversations around improving school climate and ensuring students' social-emotional needs are being met.	CSC/Olweus research indicates that norms, Class Meetings, and Buddies must be implemented schoolwide to ensure a common language and experience for students. Four teachers lack the materials necessary to implement the CSC/Olweus program.	Observations; bi-monthly OBPPC meetings notes	Certificated	Elem. Block: 900		
Total Expenditures for Goal 7				2000	5000	0
Total Expenditures				51841	50191	0
Total Budget				51,841	50,191	0
Remaining						0

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

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the ELAC.
- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: 10/21/2014

Tracy Pumilia		10/21/2014
Typed Name of Principal	Signature of Principal	Date
Blake Silvers		10/21/2014
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Site Council Membership				
Name	Principal (1)	Teacher (3)	Other Staff (1)	Parent (5)
Tracy Pumilia	X			
Mina Shiratori		X		
Kana Nakagawa		X		
Allison Burns		X		
Linda Germain			X	
Blake Silvers				X
Laurel Szeto				X
Chi-Chi Tse				X
Hiromi Masunaga				X
Kelly Cohen				X

Single Plan for Student Achievement

2014-2015 School Year



El Rincon

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of our instructional programs for all students to meet local, state and federal targets. As a result, we have adopted the following school goals, related actions, and expenditures to raise the academic performance for all students:

This plan will be considered valid upon the approval from the Culver City Unified School District's Board of Education. Upon approval, this plan will remain in place for the school year that it was approved, and it will act as an interim plan until a new plan is submitted and approved in the coming school year.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Annual Evaluation/Review

Identify each of the goals from the previous year's plan, and using student performance data, specify the progress the school has made in attaining each of these goals.

Goal 1

First through fifth grade teachers will administer a minimum of three (kindergarten two) writing prompts aligned to their grade-level writing standards where 95% of their students will achieve a Meets Standard for the 2013-2014 school year. (Partially met: Teachers spent the year identifying Essential Standards and developing assessments and rubrics. On other measures, post-test data assessments indicate that 78% of students in K-5

Goal 2

Science - 100% of all students in Kindergarten-5th grade will achieve a Meets Standard one grade level essential standard by June 2, 2014

Goal 3

Mathematics - 100% of all students in Kindergarten-5th grade will achieve a Meets Standard on the grade level essential standard by June 2, 2014
Partially met: Teachers spent the year identifying Essential Standards and developing assessments and rubrics. On other measures, post-test data assessments indicate that 78% of students in K-5

Goal 4

Science - 100% of all students in Kindergarten-5th grade will achieve a Meets Standard on the grade level essential standard by June 2, 2014

Goal 5

The 100% percentage of English Language Learners (ELL) in grades K-5 will show improvement based on CELDT.

Planned Improvements in Student Performance

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).						
Identified District Metric	Identified Site Metric	What will be different/improved for students?				
Rate of teachers that are credentialed in their area of instruction (currently 100%)	Rate of teachers that are credentialed in their area of instruction (currently 100%)	The rate that teachers will continue to be credentialed in their area of instruction will remain at 100%				
Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)	Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)	The rate that CCUSD students will utilize state adopted curriculum as their core instructional material will remain at 100%				
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)	Facilities rated in "good" or "fair" repair status in all areas of Repair Status based on the 2013-2014 School Accountability Report Card.	Facilities rated in "good" or "fair" repair status in all areas of Repair Status based on the 2013-2014 School Accountability Report Card.				
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Professional Learning Communities will use the four questions to drive discussions and make decisions based on data. What do we want them to learn? How do we know if they learned it? What do we do when they don't learning? What do we do if they don't learn?	By Grade, By Student, By Standard	Agendas, Observations, Teacher surveys	Books and Supplies			
Continued Professional Development focused on 21st century learning skills. Communication, Collaboration, Critical Thinking, Creativity during PLC meeting. Purchase Chrombooks for all Gen Ed teachers. Beginning teacher support in the area of 21st century learning skills provide monthly meetings with site administration and quarterly release time to observe other teachers in the grade level.	Use of Google Drive for Collaboration and data analysis of student assessments.	Agendas, Observations, Teacher surveys	Books and Supplies			8609.87
The site principal will attend conferences, professional development and work with a Principal Coach to ensure high quality leadership and mentoring will take place at the school site for all staff.	ACSA, STEM Conference, Scheduled Monthly meetings.	Principal's use of leadership skills and knowledge will be imparted on staff at PLCs and staff meetings	Services and Operating Costs			
			Books and Supplies			
Teachers will continue to learn and implement best instructional practices and instructional rigor.	Chromebook Carts, Computer Lab, Science Lab	Google Drive log ins, Observations, Student and Teacher Surveys	Books and Supplies		Common Core	
El Rincon teachers are participating in the math adoption. 2 teachers are serving on the math adoption committee. Information and data collection is shared with site staff through PLCs and staff meeting.	New math curriculum adoption	Principal and teaching staff.	Certificated			
			Books and Supplies			
Professional Development in Technology Teachers to attend CUE Conference.	Increase use of Technology for student and teacher use K-5.	Agendas, Observations, Teacher surveys	Certificated			5000
Total Expenditures for Goal 1				0	0	13609.87
Total Expenditure				33,875	29,954	38,285
Total Budget				36,129	64,144	44,396
Remaining				2,254	34,190	8,111

Planned Improvements in Student Performance

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).						
Identified District Metric	Identified Site Metric	What will be different/improved for students?				
Percentage of teachers that participate in PLC focused on student learning (currently 91%).	Percentage of teachers that participate in PLC focused on student learning (districtwide currently 91%).	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%.				
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 in order to enhance collaboration (districtwide currently 53%).	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%.				
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 provided regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards (districtwide currently 42%).	The percentage of 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%.				
Percentage of staff that are trained on the effective use of technology (currently 31%).	Percentage of staff that are trained on the effective use of technology (districtwide currently 31%).	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%.				
Expenditures						
Details				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LOFF	Title I
Use PLC time (Mattos and Muhammad) to continue to improve our emphasis on 21st century learning skills. Communication, collaboration, creativity, Critical thinking skills. Based on data we will implement intervention during a "no new teaching time".	Reclassification of EL is at 31.5 percent. Achievement gap between White and combined African American/ Hispanic is 4% based on CST.	PLC Agenda	Certificated			
Balanced Literacy training provided by CCUSD	Reclassification of EL is at 31.5 percent. Achievement gap between White and combined African American/ Hispanic is 4% based on CST.	Grade Level Common Assessments	Certificated	District Funded		
Implement no new teaching time. Identify students that need academic support in ELA or Math. Also give students time for practice or enrichment.	Reclassification of EL is at 31.5 percent. Achievement gap between White and combined African American/ Hispanic is 4% based on CST.	Grade Level Common Assessments	Certificated	District Funded		
Writing training provided by CCUSD	Reclassification of EL is at 31.5 percent. Achievement gap between White and combined African American/ Hispanic is 4% based on CST.	Grade Level Common Assessments	Certificated	District Funded		
Next Generation Science Standards training provided by STAR education.	Reclassification of EL is at 31.5 percent. Achievement gap between White and combined African American/ Hispanic is 4% based on CST.	Observations, Student Science Journals	Books and Supplies		5500	
Sub days for teachers on site and off site professional development.	Reclassification of EL is at 31.5 percent. Achievement gap between White and combined African American/ Hispanic is 4% based on CST.	Agendas	Certificated			2,000
Total Expenditures for Goal 2				0	5500	2000
Total Expenditures				33,875	29,854	36,285
Total Budget				36,129	64,144	44,398
Remaining				2,254	34,190	8,111

Planned Improvements in Student Performance

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).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
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 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%).		The percentage of students that will have access to courses which prepare them for college and career readiness will remain at 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 complete courses which prepare them for the transition to college and career readiness as shown in course descriptions and published student pathways (currently 41%).		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%.		
Percentage of students that graduate (currently 91%).		Percentage of students that graduate (currently 91%).		The percentage of students that will graduate will increase from 91% to 92%.		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LOFF	Title I
Students and teachers will have access to Next Generation Science Standards through hands on experiments. Followed by journaling in science log book. Student will also you Trash 4 Teaching as a way to extend their knowledge of science through art.	All students will participate in the NGSS Science lab experiments.	Student assessments and or projects.	Services and Operating Costs			2000
			Services and Operating Costs			
Overnight Science fieldtrip to increase science knowledge and student engagement based on Next Generation Science Standards.	Open to all 5th grade students	Fieldtrip to take place on November 12-13, 2014	Services and Operating Costs		11,454.30	
Growing Great Garden and Nutrition Program to increase student awareness of earth and life science based on Next Generation Science Standards.	All students will plant seeds and observe germination and participate in harvesting.	Farmers Market		CCEF		
Music Instruction for student supported by Symphonic Jazz Orchestras, Rockin Rockets (School Chorus) and District Sponsored Music teacher.	Student meet with music teachers during the school day.	Winter and Spring Concerts, perform for school events and holiday celebrations.		District Funded		
				PTA/CCEF		
Total Expenditures for Goal 3				0	11454.3	2000
Total Expenditures				33,875	29,954	36,285
Total Budget				36,129	64,144	44,396
Remaining				2,254	34,190	8,111

Planned Improvements in Student Performance

Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Percentage of students completing a-g (currently 41%)		Percentage of students completing a-g (currently 41%)		The percentage of students that will complete all a-g coursework will increase from 41% to 43%.		
Percentage of students graduating (currently 91%)		Percentage of students graduating (currently 91%)		The percentage of students that will graduate will increase from 91% to 92%.		
EL Reclassification rate (currently 19.7%)		EL Reclassification rate (currently 4.2%)		The percentage of students that will reclassify will increase from 4.2% to 8%.		
Students earning a 3 or better on the Advanced Placement exams (currently 76%)		Students earning a 3 or better on the Advanced Placement exams (currently 76%)		The percentage of students that earn a 3 or better on the Advanced Placement exams will increase from 76% to 77%.		
Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)		Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)		The percentage of students that will be "Ready for College" in ELA based on the EAP will increase from 39% to 41%.		
Percentage of students "Proficient" in math based on state testing (currently 74%)		Percentage of students "Proficient" in math based on state testing (currently 73.5%)		The percentage of students "Proficient" in math will not be measured this year. (No metric available)		
Percentage of students "Proficient" in ELA based on state testing (currently 72%)		Percentage of students "Proficient" in ELA based on state testing (currently 70.7%)		The percentage of students "Proficient" in ELA will not be measured this year. (No metric available)		
Percentage of students "Ready for College" in math based on the EAP (currently 34%)		Percentage of students "Ready for College" in math based on the EAP (currently 34%)		The percentage of students that will be "Ready for College" in Math based on the EAP will increase from 34% to 36%.		
Percentage of students "Proficient" on district common assessments of essential standards (no current data)		Percentage of students "Proficient" on district common assessments of essential standards (no current data)		The percentage of students "Proficient" on district common assessments of essential standards baseline data will be determined.		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Instructional aides to support students during intervention and No New Teaching time.	3 instructional assistants	Intervention data after reassessments.	Classified	33,875		15,875
Teachers will participate in District Sponsored Professional Development in Guided Reading, Running Records and Writing.	Professional Development calendar	Observations				
Students will use SuccessMaker Data in Language Arts and Math to progress at their academic level.	Students will be leveled and increase based on computer generated assessments.	On-line progress of student achievement	Books and Supplies			2,000
Type to Learn software for all students K-5		On-line progress of student achievement				
Students will master grade level appropriate technology skills.	Technology Lab aide	Technology Projects	Classified			
Intervention for students not meeting Learner Behavior Expectations	District Behaviorist	Student Report cards				
Increase copy limit to accommodate for Common Core, Engage New York, Guided Reading, Writers Workshop.			Services and Operating Costs		5,000	
Hire .5 FTE teacher to support at risk students with intervention during the school day.	Additional .5 teacher	Additional .5 teacher will meet during grade level PLC to share data and instructional strategies.				
Total Expenditures for Goal 4				33,875	5000	17,875
Total Expenditures				33,875	29,954	36,289
Total Budget				36,129	64,144	44,396
Remaining				2,254	34,190	8,111

Planned Improvements in Student Performance

Goal 5: Engage, inform, and educate all stakeholders (Engagement)						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
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.)		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.)		Survey results on the district's efforts to seek parent input for decisions and parent participation will increase from 59% to 61%		
Expenditures						
Action	Indicator	Monitoring	Type of Expenditure	Expenditure Amount		
				S.A.	LCFF	Title I
Sponsor parent expo which offers a variety of opportunities for parents to learn ways to help their children as well as themselves.	EL Rincon School Climate Survey 2013-2014	Survey results	Services and Operating Costs			800
Movie Night, Bingo Nights, Science Rocks Events	Booster Club Website	Parent feedback		Booster Club		
Use of School Messenger to share information via phone recording or email.	EL Rincon School Climate Survey 2013-2014	Phone and email Logs		District funded		
Red Ribbon Week Panel Discussion for Parents		Agenda		PTA/Booster		
ELAC Meetings, Monthly Coffee and Chat, Parent Information Night for new transitional Report Card.	EL Rincon School Climate Survey 2013-2014	Agenda				
Total Expenditures for Goal 5				0	0	800
Total Expenditures				33,675	29,954	36,285
Total Budget				36,129	64,144	44,396
Remaining				2,254	34,190	6,111

Planned Improvements in Student Performance

Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Percentage of student engagement based on stakeholder surveys (currently 81%)		Percentage of student engagement based on stakeholder surveys (districtwide currently 81%)		Percentage of student engagement based on stakeholder surveys increase from 81% to 82%		
School attendance rate (currently 96.24%)		School attendance rate (currently 96.92%)		School attendance will increase to 96%		
EL Reclassification rate (currently 19.7%)		EL Reclassification rate (currently 4.2%)		EL Reclassification rate will increase to 6%		
Chronic absenteeism of 3.41%		Chronic absenteeism of 8.79%		Percentage of chronic absenteeism will decrease to 7.5%		
Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%		Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%		The Culver City High School annual adjusted Grade 9-12 dropout rate will decrease from 2.1% to 1.5%		
High school graduation rate 91%		High school graduation rate 91%		High school graduation rate increase from 91% to 92%		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Next Generation Science Standards training provided by STAR education.	Science lab and Professional Development Calendar	Agendas, Lesson plans, photos	Services and Operating Costs		8,000	
Students receive intervention or enrichment they need, with no new teaching time.	Student Data,	Teacher PLC agendas				
Total Expenditures for Goal 6				0	8,000	0
Total Expenditures				33,875	29,954	36,285
Total Budget				36,129	64,144	44,398
Remaining				2,254	34,190	8,111

Goal 7: Provide a school environment which establishes physical and cultivates emotional security, facilitates a responsible decision making, and ensures learning (Engagement).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Student Suspension rate (currently 2% districtwide)		Student Suspension rate 2.0%		We will decrease to 2.0%		
Student Expulsion rate (currently 3 students districtwide or .04%)		Student Expulsion rate 0%		We will remain at 0%.		
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, 71% of CCHS students felt safe or very safe at school.		Based on survey results, students reporting feeling safe will increase from 71% to 73%.		
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."		The California Health Kids Survey showed that, 63% of CCHS 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."		Based on survey results, students reporting that there is a teacher or some other adult who really cares about them will increase from 62% to 64%.		
According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."		According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."		Based on survey results, students reporting that CCUSD schools provide a physically safe environment will increase from 78% to 80%.		
According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."		According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."		Based on survey results, students reporting that CCUSD schools provide an environment which cultivates emotional security will increase from 64% to 66%.		
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, 69% of the respondents agree that "CCUSD schools provide a school environment which encourages responsible decision-making."		Based on survey results, students reporting that CCUSD schools provide a school environment which encourages responsible decision-making will increase from 69% to 71%.		
According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."		According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."		Based on survey results, students reporting that CCUSD provides a school environment centered on learning will increase from 89% to 90%.		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
All students will have access to Othweus instruction and Community of Caring Curriculum.	Classroom pacing guide	Student office referrals	Certificated			
Morning assembly where School Rules and Anti-Bullying is addressed and discussed.	Students and parent participation during morning assembly	Student office referrals	Certificated			
Total Expenditures for Goal 7				0	0	0
Total Expenditures				33,875	29,954	36,285
Total Budget				36,129	54,144	44,396
Remaining				2,254	34,190	8,111

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

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the ELAC.
- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: _____

Reginald Brunson		
Typed Name of Principal	Signature of Principal	Date
Steve Zee		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Site Council Membership				
Name	Principal (1)	Teacher (3)	Other Staff (1)	Parent (5)
Reginald Brunson	X			
Janet Ames		X		
Linda Carpenter		X		
Anne Tseng		X		
Cynthia Contreras			X	
Jeanne Min				X
Dr. Karma Nicolis				X
Emma Stashin				X
Mon-Sherrie Woods				X
Steve Zee				X

Single Plan for Student Achievement

2014-2015 School Year



Farragut

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of our instructional programs for all students to meet local, state and federal targets. As a result, we have adopted the following school goals, related actions, and expenditures to raise the academic performance for all students:

This plan will be considered valid upon the approval from the Culver City Unified School District's Board of Education. Upon approval, this plan will remain in place for the school year that it was approved, and it will act as an interim plan until a new plan is submitted and approved in the coming school year.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Annual Evaluation/Review

Identify each of the goals from the previous year's plan, and using student performance data, specify the progress the school has made in attaining each of these goals.

Goal 1 100% of PLCs will set and 90% of PLCs will meet SMART goals in ELA and Math by May of 2013. Farragut made progress on this goal, however it was only partially met. PLCs created norms, identified essential course outcomes, began working on establishing common assessments and setting goals for students. This goal will be continued in 2014-2015.
Goal 2 Farragut will develop a three-tier pyramid of interventions in the area of Communication Art and Math by May of 2014. Farragut has begun WIN time (What I Need) to provide tier 2 intervention for students while continuing to provide professional development for tier 1 and establish best practices in tier 1 to ensure all students learn.
Goal 3 100% of teachers will become proficient in the Common Core State Standards by June 2014. Farragut partially met this goal. Farragut teachers are much more comfortable with Common Core Standards and understand the work that needs to be done. This goal will be continued in 2014-2015 as teachers implement lessons designed to ensure students are accessing the Common Core State Standards.
Goal 4 All students in grades kindergarten through fifth will continue to have access to and gain knowledge from the arts. Kindergarten through fifth grade fine arts curriculum focuses on visual arts and music. Additional arts experiences are available to all students through the after school enrichment program offered in three sessions per year for grades K-5th. Goal was met with all students experiencing a rich visual and fine art curriculum at Farragut.
Goal 5 All students in grades kindergarten through fifth grade will have access to and gain knowledge from technology. Farragut met this goal with students in grades K-5 accessing both the computer labs and the iPad carts. Students in all grades experienced QR codes, green screen technology and many other lessons that enhanced their learning and ability to publish their learning.
Goal 6
Goal 7

Planned Improvements in Student Performance

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).

Identified District Metric	Identified Site Metric	What will be different/improved for students?
Rate of teachers that are credentialed in their area of instruction (currently 100%)	Rate of teachers that are credentialed in their area of instruction (currently 100%)	The rate that teachers will continue to be credentialed in their area of instruction will remain at 100%
Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)	Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)	The rate that CCUSD students will utilize state adopted curriculum as their core instructional material will remain at 100%
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)	Facilities rated in "good" or "fair" repair status in all areas of Repair Status*based on the 2013-2014 School Accountability Report Card.	Facilities rated in "good" or "fair" repair status in all areas of Repair Status*based on the 2013-2014 School Accountability Report Card.

Expenditures

Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Utilize instructional assistant time to lower student to teacher ratio during instruction time in Kindergarten classrooms (instructional aides to provide review of materials provided by our trained teachers).	Early running record data indicates majority of students are not reading at Kindergarten expectations (Pre A). Aide will be utilized to reduce class size and target struggling students.	Walkthrough data, kindergarten proficiency data.	Classified	see goal 4		
Provide professional development opportunities on 21st century skills through District provided technology tosa and technology leadership team.	District adoption of new learning management system, first year of Google Drive for all students in CCUSD.	Agendas, attendance at CUE Conference, Student access of technology.	Services and Operating Costs		District Funded	
			Certificated	Fan Club/CCEF		
To support expanded use of technology provide software and applications for IPADS, computers and Chrome Books.	3 district provided chrome book carts, IPAD carts, hardwired lab, technology in teachers classrooms.	Observation	Books and Supplies	Fan Club/CCEF		
			Books and Supplies	PTA		
			Books and Supplies	Common Core (Chrome books)		
Provide professional development for new teachers to Farragut to ensure retention of new teachers to the profession.	Hired six new staff members. Prior to this year, hiring had been stagnant in CCUSD.	Agendas, BTSAs survey, professional development attendance and implementation.				
Total Expenditures for Goal 1				.00	0	0
Total Expenditures				36,704.00	31,031	0
Total Budget				36,704	31,031	0
Remaining						0

Planned Improvements in Student Performance

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).

Identified District Metric	Identified Site Metric	What will be different/improved for students?
Percentage of teachers that participate in PLC focused on student learning (currently 91%).	Percentage of teachers that participate in PLC focused on student learning (districtwide currently 91%).	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%.
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 in order to enhance collaboration (districtwide currently 53%).	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%.
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 provided regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards (districtwide currently 42%).	The percentage of 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%.
Percentage of staff that are trained on the effective use of technology (currently 31%).	Percentage of staff that are trained on the effective use of technology (districtwide currently 31%).	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%.

Expenditures

Details				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LOFF	Title
To enable time for teachers to engage in sustained focus on PLC work in answering the four PLC questions. With a specific focus on underperforming targeted populations and intervention for these students. As learned in our Matos and Muhammad PD.	EL Reclassification rate is only 22%, past CST data indicated between 10-15% of students were not proficient or advanced.	PLC agendas and artifacts.	Certificated		2,100	(Teacher collab)
Implement WIN (What I Need) time to provide targeted intervention for all students. As learned in our Matos and Muhammad PD	EL Reclassification rate is only 22%, past CST data indicated between 10-15% of students were not proficient or advanced.	Common assessment data, intervention data	Certificated		2100	(teacher collab)
Provide teachers with the tools necessary to implement Balanced Literacy, writing and Colsen/CGI math strategies for instruction and intervention.	Teachers voluntarily attended balanced literacy training. For implementation to be successful, leveled materials are necessary	Walkthrough form	Books and Supplies		10,000	(LLI, Kidney tables)
			Books and Supplies	Fan Club/PTA		
Provide leveled reading books to Kindergarten to fifth grade teams for intervention time to support Balanced Literacy Practices.	Teachers voluntarily attended balanced literacy training. For implementation to be successful, leveled materials are necessary	Walkthrough form	Books and Supplies		6,000	
			Books and Supplies	District Provided		
Total Expenditures for Goal 2					0	20,200
Total Expenditures					36,704.00	31,031
Total Budget					36,704	31,031
Remaining						0

Planned Improvements in Student Performance

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).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
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 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%).		The percentage of students that will have access to courses which prepare them for college and career readiness will remain at 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 complete courses which prepare them for the transition to college and career readiness as shown in course descriptions and published student pathways (currently 41%).		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%		
Percentage of students that graduate (currently 91%).		Percentage of students that graduate (currently 91%).		The percentage of students that will graduate will increase from 91% to 92%.		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCPF	Title I
All students in grades kindergarten through fifth will continue to have access to and gain knowledge from the arts. Kindergarten through fifth grade fine arts curriculum focuses on visual arts and music through the fine arts matrix. Additional arts experiences are available to all students through the after school enrichment program offered in three sessions per year for grades K-5th.	100% of students have access to visual and performing arts at Farragut	Fine arts matrix	Services and Operating Costs	Fan Club		
			Services and Operating Costs	District/Sony		
Provide students with appropriate academic pathways through WIN time (What I Need). Provided teachers and students with dedicated time to intervene and extend for their students.	100% of students are not meeting grade level proficiency based on report card data, past CST data and common assessment data in grade levels.	Common assessment data, grades				
Total Expenditures for Goal 3				0	0	0
Total Expenditures				36,704.00	31,031	0
Total Budget				36,704	31,031	0
Remaining						0

Planned Improvements in Student Performance

Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Percentage of students completing a-g (currently 41%)		Percentage of students completing a-g (currently 41%)		The percentage of students that will complete all a-g coursework will increase from 41% to 43%.		
Percentage of students graduating (currently 91%)		Percentage of students graduating (currently 91%)		The percentage of students that will graduate will increase from 91% to 92%.		
EL Reclassification rate (currently 19.7%)		EL Reclassification rate (currently 22.5%)		EL Reclassification rate will increase to 23.5%		
Students earning a 3 or better on the Advanced Placement exams (currently 76%)		Students earning a 3 or better on the Advanced Placement exams (currently 76%)		The percentage of students that earn a 3 or better on the Advanced Placement exams will increase from 76% to 77%.		
Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)		Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)		The percentage of students that will be "Ready for College" in ELA based on the EAP will increase from 39% to 41%.		
Percentage of students "Proficient" in math based on state testing (currently 74%)		Percentage of students "Proficient" in math based on state testing (currently 93.5%)		The percentage of students "Proficient" in math will not be measured this year. (No metric available)		
Percentage of students "Proficient" in ELA based on state testing (currently 72%)		Percentage of students "Proficient" in ELA based on state testing (currently 85.1%)		The percentage of students "Proficient" in ELA will not be measured this year. (No metric available)		
Percentage of students "Ready for College" in math based on the EAP (currently 34%)		Percentage of students "Ready for College" in math based on the EAP (currently 34%)		The percentage of students that will be "Ready for College" in Math based on the EAP will increase from 34% to 38%.		
Percentage of students "Proficient" on district common assessments of essential standards (no current data)		Percentage of students "Proficient" on district common assessments of essential standards (no current data)		The percentage of students "Proficient" on district common assessments of essential standards baseline data will be determined.		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Utilize instructional assistant time to lower student to teacher ratio during instruction time in Kindergarten classrooms (Instructional aides to provide review of materials provided by our trained teachers).	Early running record data indicates majority of students are not reading at Kindergarten expectations (Pre A). Aide will be utilized to reduce class size and target struggling students.	Walkthrough data, kindergarten proficiency data.	Classified	27,624		
Teachers will analyze student assessment data by student by standard to answer question 3 and 4.	Grade levels who have utilized Fontous and Pinell have found several struggling readers. Additional data will be obtained through common assessments as determined by PLCs	Intervention data				
Every child, by the end of fifth grade will be proficient or advanced in technology use and application.	Growth over time in students digital portfolio.	Digital portfolio for each student				
All students will demonstrate proficiency in visual arts.	Growth over time in student proficiency in visual arts.	Displayed work at community arts day				
Teachers will participate in common core Professional Development focused in writing.	All teachers grades K-5 including our mentor and special education teacher.	Walkthrough data, increase in writing proficiency as determined by grade level scoring guides.				
Teachers will be given the option to participate in Running records, Guided Reading and Daily 5 training to increase student achievement and support Common Core instruction.	As part of voluntary PD Farragut currently has 20 teachers trained or going through the training. A total of 22 teachers voluntarily signed up for the training.	Walkthrough data	Certificated	3,000	(subs for implementation)	
Teachers will be given the option to participate in Cotaen Professional Development to improve math instruction through implementation of CGI strategies.	As part of the phase 1 grant, Farragut currently has 3 Kindergarten Teachers, a First Grade Teacher and a Third Grade teacher participating in Cotaen with 1 mentor teacher.	Walkthrough data				
In our implementation year, data will be collected to inform decisions on additional funding for intervention as well as PD opportunities to increase student achievement.	Data is not readily available as we are just creating common assessments and we have no scores for CST.	Grades, common assessments, surveys, pd opportunities, pd implementation.		5,580	10,831	
Total Expenditures for Goal 4				36,204	10831	0
Total Expenditures				36,704.00	31,031	0
Total Budget				36,704	31,031	0
Remaining						0

Planned Improvements in Student Performance

Goal 5: Engage, inform, and educate all stakeholders (Engagement)						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
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.)		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.)		Survey results on the district's efforts to seek parent input for decisions and parent participation will increase from 59% to 61%		
Expenditures						
Detail						
Action	Indicator	Monitoring	Type of Expenditure	Expenditure Amount		
				S.A.	LCFF	Title I
Provide educational opportunities for parents in topics identified through a needs assessment (ie. technology, common core standards, safety)	Monthly PTA/Fan Club events	Attendance at PTA and Fan Club sponsored events.				
Enhance students love of reading through Fan Club/PTA provided Home Reading Program	Students currently participate in home reading by turning in a log. We are adding an additional writing component where students can rate the books read	Home Reading Logs, Book Review Binder.	Books and Supplies	Fan Club/PTA		
Total Expenditures for Goal 5				0	0	0
Total Expenditures				36,704.00	31,031	0
Total Budget				36,704	31,031	0
Remaining						0

Planned Improvements in Student Performance

Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Percentage of student engagement based on stakeholder surveys (currently 81%)		Percentage of student engagement based on stakeholder surveys (districtwide currently 81%)		Percentage of student engagement based on stakeholder surveys increase from 81% to 82%		
School attendance rate (currently 96.24%)		School attendance rate (currently 96.49%)		Farrarugut will continue to maintain a school attendance rate above 96%.		
EL Reclassification rate (currently 19.7%)		EL Reclassification rate (currently 22.5%)		Farrarugut will increase its reclassification rate to 23%.		
Chronic absenteeism of 3.41%		Chronic absenteeism of 3.45%		Farrarugut will decrease its Chronic absenteeism to less than 3%.		
Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%		Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%		The Culver City High School annual adjusted Grade 9-12 dropout rate will decrease from 2.1% to 1.5%		
High school graduation rate 91%		High school graduation rate 81%		High school graduation rate increase from 91% to 92%		
Expenditures						
Action	Detail			Expenditure Amount		
	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
All students in grades kindergarten through fifth will continue to have access to and gain knowledge from the arts. Kindergarten through fifth grade fine arts curriculum focuses on visual arts and music. Additional arts experiences are						
Meet regularly with parents to promote the importance of regular attendance.	SARB numbers	ADA				
Continue to monitor and provide support for reclassified ELD students as well as provide support for english learners not making adequate yearly progress.	AMO data	AMO data, school city				
Total Expenditures for Goal 6				0	0	0
Total Expenditures				36,704.00	31,031	0
Total Budget				36,704	31,031	0
Remaining						0

Goal 7: Provide a school environment which establishes physical and cultivates emotional security, facilitates responsible decision making, and ensures learning (Engagement).		
Identified District Metric	Identified Site Metric	What will be different/improved for students?
Student Suspension rate (currently 2% districtwide)	Student Suspension rate .2%	Student suspension rate will decrease or be maintained at less than 1%.
Student Expulsion rate (currently 3 students districtwide or .04%)	Student Expulsion rate 0%	Student Expulsion rate will be maintained at 0%.
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, 71% of CCHS stud	Based on survey results, students reporting feeling safe will increase from 71% to 73%.
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."	The California Health Kids Survey showed that, 63% of CCHS stude	Based on survey results, students reporting that there is a teacher or some other adult who really cares about them will increase from 62% to 64%.
According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."	According to the CCUSD created survey, 78% of the respondents a	Based on survey results, students reporting that CCUSD schools provide a physically safe environment will increase from 78% to 80%.
According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."	According to the CCUSD created survey, 64% of the respondents a	Based on survey results, students reporting that CCUSD schools provide an environment which cultivates emotional security will increase from 64% to 66%.
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, 69% of the respondents a	Based on survey results, students reporting that CCUSD schools provide a school environment which encourages responsible decision-making will increase from 69% to 71%.
According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."	According to the CCUSD created survey, 89% of the respondents a	Based on survey results, students reporting that CCUSD provides a school environment centered on learning will increase from 89% to 90%.

Expenditures						
Action	Detail			Expenditure Amount		
	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Ensure all teachers have Caring School Community and Olweus kits to ensure the physical and emotional safety of our students.	olweus data(7/9/14)	Class meeting data, discipline data, family data.				
Recognize students for positive display of character traits (Fox Paws).	olweus data	Number of Fox paws earned by student.	Books and Supplies	500		
Provide students with social and emotional education through lunch bunch.	Social Emotional data/teacher input.	Discipline data.				
Total Expenditures for Goal 7				500	0	0
Total Expenditures				36,704.00	31,031	0
Total Budget				36,704	31,031	0
Remaining						0

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

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the ELAC.
- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: 12/2/2014

Dr. Rebecca Lynch
 Typed Name of Principal

[Signature]
 Signature of Principal

[Date]
 Date

William Lamb
 Typed Name of SSC Chairperson

[Signature]
 Signature of SSC Chairperson

[Date]
 Date

Site Council Membership				
Name	Principal (1)	Teacher (3)	Other Staff (1)	Parent (5)
Dr. Rebecca Lynch	X			
Nancy DeFelice		X		
Stephanie Manglinong		X		
Ann Fredal		X		
Stacy Thompson			X	
William Lamb				X
Lillian Morris				X
Kimberly Hall				X
Melissa Lane				X
Barry Goldstein				X

Single Plan for Student Achievement

2014-2015 School Year



La Ballona

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of our instructional programs for all students to meet local, state and federal targets. As a result, we have adopted the following school goals, related actions, and expenditures to raise the academic performance for all students:

This plan will be considered valid upon the approval from the Culver City Unified School District's Board of Education. Upon approval, this plan will remain in place for the school year that it was approved, and it will act as an interim plan until a new plan is submitted and approved in the coming school year.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Annual Evaluation/Review

Identify each of the goals from the previous year's plan, and using student performance data, specify the progress the school has made in attaining each of these goals.

Goal 1

English Language Arts Proficiency - 72.5% of students at La Ballona Elementary School will reach grade level or above levels of proficiency based on running record assessments. Of the remaining 27.5% of students, all will show growth of at least one year based on the results of running record assessments. La Ballona made progress on this goal. It was partially met. Data collected shows that approximately 70% of La Ballona students met proficiency goals on the BPST, fluency assessments, and/or running records. Of the remaining students, all made progress, but not all met the desired one year growth target.

Goal 2

Professional Learning Communities will be established at all grade levels and will work to collect and analyze data. All PLCs will set academic achievement goals (in either ELA or Math) for their students and 80% of students will achieve the goals based on PLC collaboration, planning, assessment, data analysis, and interventions. This goal was partially met. Two of the six grade levels set rigorous goals, assessed students, and were able to implement interventions to accomplish the desired fluency outcomes and growth for students. Of the remaining four grade levels, PLC were developed, norms created, essential standards identified, and common formative assessments were in initial stages of development. This goal will continue for the 2014-2015 school year.

Goal 3

Mathematics - The percentage of students scoring at grade level or above in mathematics will increase to 85% by the end of the 2013-2014 school year as measured by pre and post assessments. Data collected reveal an increase in student academic achievement specifically in classrooms where CGI was implemented. Overall, students tested showed 83% proficiency during the 2013-2014 school year.

Goal 4

The percentage of students scoring at the proficient or advanced level in science will increase from the current 77% proficient or advanced to 85% by the end of the 2013-14 school year as measured by the California Standards Test. (CST) Results unknown. Data is not available at this time.

Planned Improvements in Student Performance

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).						
Identified District Metric	Identified Site Metric	What will be different/improved for students?				
Rate of teachers that are credentialed in their area of instruction (currently 100%)	Rate of teachers that are credentialed in their area of instruction (currently 100%)	The rate that teachers will continue to be credentialed in their area of instruction will remain at 100%				
Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)	Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)	The rate that CCUSD students will utilize state adopted curriculum as their core instructional material will remain at 100%				
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)	Facilities rated in "good" or "fair" repair status in all areas of Repair Status based on the 2013-2014 School Accountability Report Card.	Facilities rated in "good" or "fair" repair status in all areas of Repair Status based on the 2013-2014 School Accountability Report Card.				
Expenditures						
Detail						
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Two half-time intervention support teachers will support the implementation of a Tier II and Tier III Response to Intervention model focusing on English Language Arts fluency and comprehension-school wide. Support from these teachers will include pushing in to classrooms to lower the student to teacher ratio, pulling targeted students for Tier III interventions, and assisting teachers with data analysis, planning interventions, and utilizing appropriate resources for intervention.	Less than 70% of La Ballona students tested are at grade level proficiency according to BPST, fluency, Accelerated Reader, and/or running record data.	BPST, Fluency, Accelerated Reader, and Running Record data pre and post data are collected.	Certificated	district funded		
			Certificated		45,000	
Provide professional development for new teachers to build capacity and retention rates.	Nine new teachers have been hired in the past two school years.	Bi-monthly meeting agendas and notes, BTSA survey, attendance at professional development				
Continued monitoring and upgrading of technology in classrooms and computer lab. Addition of two Chromebook carts (in addition to one already on campus). Addition of 10 tablets (and apps) for use with Cognitively Guided Instruction.	Two classrooms were not equipped with technology for teacher or student use. Other classrooms have outdated technology—particularly that for student use.	Sign out data for carts, needs assessment data regarding classroom and lab.	Books and Supplies	district funded	CCEF	
			Books and Supplies	7,000		4,000
Provide opportunities for all teachers to engage with 21st century learning, including training and technology support. Supported by district TOSA.	First year of Google Drive implementation for teachers in CCUSD. All teachers at La Ballona have interactive whiteboards, laptops, document cameras, and projectors. Use of this equipment is not standardized throughout the site, with some teachers not using the technology in the classroom.	Needs assessment, training agendas, informal observation	Certificated	district funded		
Provide instructional support and resources for all students to engage in 21st century learning skills. Instructional Aide, Technology, works with teachers to develop and implement lessons in the lab that support integration of technology into the curriculum.	Computer lab observations indicate that the lab is most often used for ST Math and Accelerated Reader.	Collection of technology goals (by grade level) and lesson samples from lab tech.	Classified	17,000		
			Books and Supplies			5,000
Provide leveled reading materials for guided reading instruction and school wide intervention. Provide materials for implementation of Cognitively Guided Instruction for math instruction.	Materials do not currently exist at the site to support implementation of Guided Reading. As teachers have voluntarily participated in training, materials are needed to support implementation. Materials to support CGI are limited, as the site is new in implementing this best practice.	Materials will be housed in a common room where teachers can check them out as needed. Data will be kept to monitor use.	Books and Supplies	6,000		5,000
Provide materials needed to ensure that teachers can implement the new writing curriculum with fidelity.	Materials needed are specific to the program and are above typical classroom supply orders.	Observations	Books and Supplies	2,500		
Total Expenditures for Goal 1				32500	45000	14000
Total Expenditures				36000	82,000	76,750
Total Budget				36,129	82,055	77,149
Remaining				129	55	399

Planned Improvements in Student Performance

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).

Identified District Metric	Identified Site Metric	What will be different/improved for students?
Percentage of teachers that participate in PLC focused on student learning (currently 91%).	Percentage of teachers that participate in PLC focused on student learning (districtwide currently 91%).	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%.
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 in order to enhance collaboration (districtwide currently 53%).	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%.
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 provided regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards (districtwide currently 42%).	The percentage of 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 62%.
Percentage of staff that are trained on the effective use of technology (currently 31%).	Percentage of staff that are trained on the effective use of technology (districtwide currently 31%).	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%.

Expenditures

Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Teachers will be provided with designated time for research based Professional Learning Communities. Focus will be on unpacking the standards, deepening their understanding of common formative assessments, and looking at data by student, by standard. 2014-1015 academic focus is English Language Arts, Reading Fluency and Comprehension.	Assessment data show that less than 70% of La Ballona students are proficient in English Language Arts.	PLC agendas and artifacts.	Certificated			10,000
Cognitively Guided Instruction will be implemented by 13 additional teachers (17 total) in the 2014-2015 school year. Teachers will receive 3-4 days of training and 15-20 hours of coaching to support implementation.	Close to 20% of La Ballona students have not yet reached proficiency levels in math.	Meeting agendas, observation, pre/post assessment data	Certificated		5,000	5,000
5-10 additional teachers will participate in 5 days of Guided Reading/Running Records training. These teachers will use data collected to inform instruction in ELA/SLA.	Assessment data show that less than 70% of La Ballona students are proficient in English Language Arts.	Training agendas, walkthrough protocols, observation	Certificated			5,000
Leadership Team will meet regularly to discuss implementation of PLCs, determine professional development needs, assess spending priorities, and make collective decisions about the site.	Survey data reveals that some staff members feel isolated from the decision making process on campus.	Norms, agendas, minutes	Certificated			4,500
			Classified			500
Teachers will conduct peer observations as a means to improve practice and highlight best instructional practices.	Assessment data show that less than 70% of La Ballona students are proficient in English Language Arts. Close to 20% of La Ballona students have not yet reached proficiency levels in math.	Calendar of observation dates and staff sign up.	Certificated	1,000	1,000	
Total Expenditures for Goal 2				1000	6000	25,000
Total Expenditures				38000	82,000	76,750
Total Budget				36,129	82,055	77,149
Remaining				129	55	399

Planned Improvements in Student Performance

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).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
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 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%).		The percentage of students that will have access to courses which prepare them for college and career readiness will remain at 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 complete courses which prepare them for the transition to college and career readiness as shown in course descriptions and published student pathways (currently 41%).		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%.		
Percentage of students that graduate (currently 91%).		Percentage of students that graduate (currently 91%).		The percentage of students that will graduate will increase from 91% to 92%.		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Daily schedules are revised by the site Leadership Team to ensure common time across grade levels for uninterrupted first instruction as well as "no new teaching" intervention time.	Prior year schedules showed a lack of common, uninterrupted instructional time for grade level teams.	Schedules				
All students at all grade levels have access to visual and performing arts.	In 2013-2014, grades K-3 had access to performing arts (music), but it was voluntary for grades 4 and 5. 5th grade students had access to performing arts (theater), but access was inconsistent in other grade levels. Students only received visual arts instruction as provided by their individual teacher.	Schedules for 2014-2015, observation	Services and Operating Costs	district funded	LBEP	CCEF
All students have access to technology in the classroom and in the computer lab	100% of students participate in weekly computer lab sessions. Not every student has equivalent access to technology within the classroom.	Computer lab schedule, cart sign out schedule, needs assessment	Classified	goal 1		
			Books and Supplies			goal 1
Total Expenditures for Goal 3:				0	0	0
Total Expenditures:				36000	82,000	76,750
Total Budget:				36,129	82,055	77,149
Remaining:				129	55	399

Planned Improvements in Student Performance

Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).							
Identified District Metric		Identified Site Metric		What will be different/improved for students?			
Percentage of students completing a-g (currently 41%)		Percentage of students completing a-g (currently 41%)		The percentage of students that will complete all a-g coursework will increase from 41% to 43%.			
Percentage of students graduating (currently 91%)		Percentage of students graduating (currently 91%)		The percentage of students that will graduate will increase from 91% to 92%.			
EL Reclassification rate (currently 19.7%)		EL Reclassification rate (currently 17.2%)		The EL Classification rates will increase to 18%.			
Students earning a 3 or better on the Advanced Placement exams (currently 76%)		Students earning a 3 or better on the Advanced Placement exams (currently 76%)		The percentage of students that earn a 3 or better on the Advanced Placement exams will increase from 76% to 77%.			
Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)		Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)		The percentage of students that will be "Ready for College" in ELA based on the EAP will increase from 39% to 41%.			
Percentage of students "Proficient" in math based on state testing (currently 74%)		Percentage of students "Proficient" in math based on state testing (currently 75.5%)		The percentage of students "Proficient" in math will not be measured this year. (No metric available)			
Percentage of students "Proficient" in ELA based on state testing (currently 72%)		Percentage of students "Proficient" in ELA based on state testing (currently 62.5%)		The percentage of students "Proficient" in ELA will not be measured this year. (No metric available)			
Percentage of students "Ready for College" in math based on the EAP (currently 34%)		Percentage of students "Ready for College" in math based on the EAP (currently 34%)		The percentage of students that will be "Ready for College" in Math based on the EAP will increase from 34% to 36%.			
Percentage of students "Proficient" on district common assessments of essential standards (no current data)		Percentage of students "Proficient" on district common assessments of essential standards (no current data)		The percentage of students "Proficient" on district common assessments of essential standards baseline data will be determined.			
Expenditures							
Detail				Expenditure Amount			
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I	
Two half-time Intervention support teachers will support the implementation of a Tier II and Tier III Response to Intervention model-focusing on English Language Arts fluency and comprehension-school wide. Support from these teachers will include pushing in to classrooms to lower the student to teacher ratio, pulling targeted students for Tier III interventions, and assisting teachers with data analysis, planning interventions, and utilizing appropriate resources for intervention.	Less than 70% of La Ballona students tested are at grade level proficiency according to BPST, fluency, Accelerated Reader, and/or running record data.	BPST, Fluency, Accelerated Reader, and Running Record data pre and post data are collected	Certificated	district funded	goal 1		
Utilize instructional assistant time to lower student to teacher ratio during intervention time.	Less than 70% of La Ballona students tested are at grade level proficiency according to BPST, fluency, Accelerated Reader, and/or	BPST, Fluency, Accelerated Reader, and Running Record data pre and post data are collected	Classified		16,000	31,750	
Add ST Math program to grades K and 1 for stringer vertical articulation of math practices across the school. Renew ST Math for grades 2-4.	50% of classrooms have access to this research based program.	Computer lab schedule and plans	Books and Supplies		15,000	4,000	
Total Expenditures for Goal 4					0	31,000	35,750
Total Expenditures					36,000	62,000	76,750
Total Budget					36,129	62,055	77,149
Remaining					129	65	399

Planned Improvements in Student Performance

Goal 5: Engage, inform, and educate all stakeholders (Engagement)						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
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.)		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.)		Survey results on the district's efforts to seek parent input for decisions and parent participation will increase from 59% to 61%.		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Bilingual PTA Parent Education program (School Smarts) to be provided at La Ballona.	Parent engagement surveys indicate a desire for more parent education, specifically in developing ways to help their children be successful.	Schedule, flyer, and agendas	Services and Operating Costs			2,000
Latino Literacy Program implemented at La Ballona	Parent engagement surveys indicate a desire for more parent education, specifically in developing ways to help their children be successful.	Schedule, flyer, and agendas	Certificated	district funded		
Total Expenditures for Goal 5				0	0	2,000
Total Expenditures				36,000	82,000	76,750
Total Budget				36,129	82,056	77,149
Remaining				129	56	399

Planned Improvements in Student Performance

Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Percentage of student engagement based on stakeholder surveys (currently 81%)		Percentage of student engagement based on stakeholder surveys (districtwide currently 81%)		Percentage of student engagement based on stakeholder surveys increase from 81% to 82%		
School attendance rate (currently 96.24%)		School attendance rate (currently 96.14%)		School attendance rate will increase to 97%		
EL Reclassification rate (currently 19.7%)		EL Reclassification rate (currently 17.2%)		EL Reclassification rate will increase to 18%		
Chronic absenteeism of 3.41%		Chronic absenteeism of 5.08%		Chronic absenteeism will decrease to 4.5%		
Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%		Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%		The Culver City High School annual adjusted Grade 9-12 dropout rate will decrease from 2.1% to 1.5%		
High school graduation rate 91%		High school graduation rate 91%		High school graduation rate increase from 91% to 92%		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Continue multiple before and after school programs to engage and support students: Running Club, Student Council, Green Club, Choir, Newcomers Club, Mile Club, Homework Club, Reading Club, Math Club	Percentage of student engagement based on stakeholder surveys (districtwide currently 81%). School attendance rate (currently 96.14%).	Club flyers and schedules.	Certificated	district funded	LBEP	
Addition of visual arts to the program at La Ballona.	No systemic visual arts program currently exists at the site.	Schedule, observation	Services and Operating Costs	district funded	LBEP	
Addition of Big Brothers/Big Sisters mentorship program.	Percentage of student engagement based on stakeholder surveys (districtwide currently 81%). School attendance rate (currently 96.14%). Chronic absenteeism of 5.08%.	Schedule, communication	Services and Operating Costs	BBBS funded		
Total Expenditures for Goal 6				0	0	0
Total Expenditures				36,000	82,000	76,750
Total Budget				36,129	82,055	77,149
Remaining				129	55	399

Goal 7: Provide a school environment which establishes physical and cultivates emotional security, facilitates responsible decision making, and ensures learning (Engagement).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Student Suspension rate (currently 2% districtwide)		Student Suspension rate .3%		Student suspension rate will remain below .5%.		
Student Expulsion rate (currently 3 students districtwide or .04%)		Student Expulsion rate 0%		Student expulsion rate will remain at 0%.		
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, 71% of CCHS students felt safe or very safe at school.		Based on survey results, students reporting feeling safe will increase from 71% to 73%.		
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."		The California Health Kids Survey showed that, 63% of CCHS 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."		Based on survey results, students reporting that there is a teacher or some other adult who really cares about them will increase from 62% to 64%.		
According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."		According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."		Based on survey results, students reporting that CCUSD schools provide a physically safe environment will increase from 78% to 80%.		
According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."		According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."		Based on survey results, students reporting that CCUSD schools provide an environment which cultivates emotional security will increase from 64% to 66%.		
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, 69% of the respondents agree that "CCUSD schools provide a school environment which encourages responsible decision-making."		Based on survey results, students reporting that CCUSD schools provide a school environment which encourages responsible decision-making will increase from 69% to 71%.		
According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."		According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."		Based on survey results, students reporting that CCUSD provides a school environment centered on learning will increase from 89% to 90%.		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Ensure all teachers have access to Caring School Communities and/or Olweus materials.	Olweus data	Class meetings, discipline data				
Recognize students through SPRRAK wall, Paw points, Lions Pride slips, and begin implementation of Character Counts.	Olweus data	Data collection	Books and Supplies	2,500		
Utilize Family Center on campus for social and emotional support for students and families.	Olweus data	Referral data				
Backpacks for Kids supplies weekend food to 25 La Ballona families.	65% of La Ballona students qualify for Free/Reduced Lunch	Confidential list monitored				
Continue Friday Lunch Bunch and social skills groups through Family Center.	Olweus data	Discipline data				
Leadership Team will meet regularly to discuss implementation of PLCs, determine professional development needs, assess spending priorities, and make collective decisions about the site.	Survey data reveals that some staff members feel isolated from the decision making process on campus.	Norms, agendas, minutes	Certificated			goal 2
Total Expenditures for Goal 7:				2500	0	0
Total Expenditures				36006	82,000	76,750
Total Budget				36,129	82,055	77,149
Remaining				129	55	399

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

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the ELAC.
- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: 11/20/2014

Jennifer Slabbinck 11/20/2014
 Typed Name of Principal Signature of Principal Date

Natalie Rivero 11/20/2014
 Typed Name of SSC Chairperson Signature of SSC Chairperson Date

Site Council Membership				
Name	Principal (1)	Teacher (3)	Other Staff (1)	Parent (5)
Jennifer Slabbinck	X			
Raechel Moskowitz		X		
Shelly Rauschuber		X		
Molly Shiple		X		
Lisa Reza			X	
Scott Kecken				X
Monika Okker				X
Andrea Schainen				X
Natalie Rivero				X
Paula Josephson				X

Single Plan for Student Achievement

2014-2015 School Year



Linwood E. Howe

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of our instructional programs for all students to meet local, state and federal targets. As a result, we have adopted the following school goals, related actions, and expenditures to raise the academic performance for all students:

This plan will be considered valid upon the approval from the Culver City Unified School District's Board of Education. Upon approval, this plan will remain in place for the school year that it was approved, and it will act as an interim plan until a new plan is submitted and approved in the coming school year.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Annual Evaluation/Review

Identify each of the goals from the previous year's plan, and using student performance data, specify the progress the school has made in attaining each of these goals.

Goal 1 All teachers will analyze Common Core Standards for their respective grade level for ELA. The analysis will include comparing the old California Standards to the new Common Core Standards, identifying any supplemental materials or training needed to implement the standards, and identifying the essential standards for their grade level. Review: During the 2013-2014 school year, all teachers compared the old California State Standards to the new Common Core Standards. One teacher from each grade level participated on a district grade level committee which identified essential standards in both ELA and Math. The essential standards were then shared with all teachers at that grade level. Continued work and next steps include continuing to identify supplemental materials to support the Common Core Standards and unpacking the Common Core standards.
Goal 2 Teachers will develop three common assessments of essential standards, administer at least 2 common assessments (winter and spring), analyze the data by student and standard, and provide intervention for all students not meeting proficiency of essential standards. Review: During the 2013-2014 school year, district grade level committees consisting of one teacher per grade level per site, created common assessments of essential standards. The assessments were not completed until the start of the 2014-2015 school year. During the spring of 2014, Lin Howe restructured their daily schedule to include at least 30 minutes of RTI two to four days a week. Continued work and next steps include administration of common assessments, revision of common assessments, analyzing the data by student by standard of the common assessments, and delivering RTI instruction based on the data.
Goal 3 All teachers will analyze Common Core Standards for their respective grade level for Math. The analysis will include comparing the old California Standards to the new Common Core Standards, identifying any supplemental materials or training needed to implement the standards, and identifying the essential standards for their grade level. Review: During the 2013-2014 school year, all teachers compared the old California State Standards to the new Common Core Standards. One teacher from each grade level participated on a district grade level committee which identified essential standards. Continued work and next steps include continuing to identify and evaluate supplemental materials and CGI training.
Goal 4 Teachers will develop three common assessments of essential standards, administer at least 2 common assessments (winter and spring), analyze the data by student and standard, and provide intervention for all students not meeting proficiency of essential standards. Review: During the 2013-2014 school year, district grade level committees consisting of one teacher per grade level per site, created common assessments of essential standards. The assessments were not completed until the start of the 2014-2015 school year. Continued work and next steps include administering three common assessments, analyzing the assessment data by student by standard, and providing RTI based on the data.
Goal 5 90% of students will obtain mastery of all ELA & Math essential standards for their respective grade level as measured by an end-of-year common assessment. Review: End of year common assessments were not given due to the creation of common assessments not being completed. Next steps include administering end of year assessments.

Planned Improvements in Student Performance

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)						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Rate of teachers that are credentialed in their area of instruction (currently 100%)		Rate of teachers that are credentialed in their area of instruction (currently 100%)		The rate that teachers will continue to be credentialed in their area of instruction will remain at 100%		
Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)		Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)		The rate that CCUSD students will utilize state adopted curriculum as their core instructional material will remain at 100%		
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)		Facilities rated in "good" or "fair" repair status in all areas of Repair Status based on the 2013-2014 School Accountability Report Card.		Facilities rated in "good" or "fair" repair status in all areas of Repair Status based on the 2013-2014 School Accountability Report Card.		
Expenditures						
Detail						
Action	Indicator	Monitoring	Type of Expenditure	Expenditure Amount		
				S.A.	LCFF	Title I
Supporting teachers new to Lin Howe: Each new Lin Howe teacher will receive a half day sub to observe a similar grade colleague instruct ELA and/or math. The new teacher and the teacher they observed will meet for thirty minutes after the observation to debrief.	Experience has indicated there is a transition period as teachers acclimate to a new school. Observing other teachers help teachers new to the site align with school instructional and cultural norms.	Completion of debrief sheet	Certificated	75		
			Classified	170		
Supporting teachers new to Lin Howe and new to the profession (BTSA): Each teacher new to Lin Howe and in their first or second year of teaching will receive two half day subs to observe a similar grade colleague instruct ELA and math. The new teacher and the teacher they observed will meet for thirty minutes after the observation to debrief.	Evidence shows that new teachers leave the field at high rates.	Completion of debrief sheet	Certificated	300		
			Classified	680		
Curriculum: Copying of supplemental curriculum to support Common Core standards	Evidence from last year's teachers work at identifying which common core standards are not covered by our currently adopted materials.	Classroom observations	Books and Supplies	1000		
Supporting teachers in their third, fourth or fifth of the teaching profession: Each teacher in their third, fourth or fifth year of teaching will receive one half day sub to observe a similar grade colleague instruct ELA and math. The teacher and the veteran teacher they observed will meet for thirty minutes after the observation to debrief.	Evidence shows high rates of teachers leaving the teaching field within their first five years.	Completion of debrief sheet	Certificated	150		
			Classified	170		
Adoption of new math curriculum aligned to Common Core	Current Envision Math Curriculum is not Common Core Aligned	District Math Adoption Committee				
Profession Development for Principal in the areas of Implementing Common Core, CGI, PLCs, technology, and educational leadership	Common Core, CGI, & PLCs are new implementations	Yearly evaluation	Services and Operating Costs	500		
Total Expenditures for Goal 1				3045	0	0
Total Expenditures				34,087	54,981	48,586
Total Budget				34,087	54,981	48,751
Remaining						165

Planned Improvements in Student Performance

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).

Identified District Metric	Identified Site Metric	What will be different/improved for students?
Percentage of teachers that participate in PLC focused on student learning (currently 91%).	Percentage of teachers that participate in PLC focused on student learning (districtwide currently 91%).	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%.
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 in order to enhance collaboration (districtwide currently 53%).	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%.
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 provided regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards (districtwide currently 42%).	The percentage of 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%.
Percentage of staff that are trained on the effective use of technology (currently 31%).	Percentage of staff that are trained on the effective use of technology (districtwide currently 31%).	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%.

Expenditures

Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
CGI: Ongoing professional development for all Kinder-2 grade teachers, as well as self-selected 3rd, 4th, & 5th grade teachers	At the end of the 2013-2014 school year, an outside research group found a statistically significant difference between kinder and first grade students who received CGI instruction and those who did not.	Observation by principal	Certificated			
			Services and Operating Costs		10,000.00	
Cue Conference- A team of teachers will attend the CUE (technology) Conference. Each team member will implement one program/strategy that they learn at the conference. The following fall each team member will present their program/strategy to the staff.	Only 31% of CCUSD staff are trained on effective use of technology.	Principal Observations; End of Year Survey	Certificated		1500	
			Services and Operating Costs		4660	
Implementation of Guided Reading in all K-3 classrooms: Guided Reading provides students reading instruction at their reading level.	Based on initial Running Records Results, most Lin Howe classrooms consists of students reading at 10 or more different A-Z reading levels.	PLC minutes; Principal Observations	Certificated			
			Books and Supplies		15000	
Instruction Aide: Keep technology working at site, provide assistance with technology for teachers	Evidenced from hours spent preparing computers for SBAC, LAS Link, and general IT maintenance.	Principal	Classified			19471.3
Technology to support student learning	Common Core Recommendations for digital literacy & current technology inventory	Student work	Books and Supplies	15000		
Total Expenditures for Goal 2				15000	31160	19471.3
Total Expenditures				34,067	54,961	48,586
Total Budget				34,067	54,961	48,751
Remaining						165

Planned Improvements in Student Performance

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).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
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 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%).		The percentage of students that will have access to courses which prepare them for college and career readiness will remain at 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 complete courses which prepare them for the transition to college and career readiness as shown in course descriptions and published student pathways (currently 41%).		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%.		
Percentage of students that graduate (currently 91%).		Percentage of students that graduate (currently 91%).		The percentage of students that will graduate will increase from 91% to 92%.		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Create "Sailing to Success"-Lin Howe's College & Career Program: Field trip to local colleges	CCHS (the HS Lin Howe feeds into) is currently at 41% of students completing college readiness requirements	5th grade exit survey				
			Books and Supplies		1200	
Create "Sailing to Success"-Lin Howe's College & Career Program: First generation College students' parents' night	CCHS (the HS Lin Howe feeds into) is currently at 41% of students completing college readiness requirements	5th grade exit survey	Services and Operating Costs		500	
Create "Sailing to Success"-Lin Howe's College & Career Program: mural and pennants to create a college going atmosphere	CCHS (the HS Lin Howe feeds into) is currently at 41% of students completing college readiness requirements	5th grade exit survey	Books and Supplies		600	
			Services and Operating Costs		400	
Art/Theatre Collaborative	Evidence has shown that students who are engaged and connected are linked to student success.	Calendar		Paid for by Ed Foundation, PTA, and Booster Club		
Instrumental & Vocal Music	Evidence has shown that students who are engaged and connected are linked to student success.	Calendar		Paid for through district Funds		
Total Expenditures for Goal 3				0	2700	0
Total Expenditures				34,087	54,981	46,586
Total Budget				34,087	54,981	46,761
Remaining						166

Planned Improvements in Student Performance

Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Percentage of students completing a-g (currently 41%)		Percentage of students completing a-g (currently 41%)		The percentage of students that will complete all a-g coursework will increase from 41% to 43%.		
Percentage of students graduating (currently 91%)		Percentage of students graduating (currently 91%)		The percentage of students that will graduate will increase from 91% to 92%.		
EL Reclassification rate (currently 19.7%)		EL Reclassification rate (currently 22.4%)		The percentage of students that reclassify will increase from 22.4% to 25%.		
Students earning a 3 or better on the Advanced Placement exams (currently 76%)		Students earning a 3 or better on the Advanced Placement exams (currently 76%)		The percentage of students that earn a 3 or better on the Advanced Placement exams will increase from 76% to 77%.		
Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)		Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)		The percentage of students that will be "Ready for College" in ELA based on the EAP will increase from 39% to 41%.		
Percentage of students "Proficient" in math based on state testing (currently 74%)		Percentage of students "Proficient" in math based on state testing (currently 75.9%)		The percentage of students "Proficient" in math will not be measured this year. (No metric available)		
Percentage of students "Proficient" in ELA based on state testing (currently 72%)		Percentage of students "Proficient" in ELA based on state testing (currently 68.1%)		The percentage of students "Proficient" in ELA will not be measured this year. (No metric available)		
Percentage of students "Ready for College" in math based on the EAP (currently 34%)		Percentage of students "Ready for College" in math based on the EAP (currently 34%)		The percentage of students that will be "Ready for College" in Math based on the EAP will increase from 34% to 36%.		
Percentage of students "Proficient" on district common assessments of essential standards (no current data)		Percentage of students "Proficient" on district common assessments of essential standards (no current data)		The percentage of students "Proficient" on district common assessments of essential standards baseline data will be determined.		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
One K-2 Intervention Aide: lead extension groups (allowing credentialed teachers to work with struggling students), one on one support for struggling students	Of the English Learners in the 2013-2014 kindergarten class, 4% are beginning, 7% are early intermediate, 56% are intermediate, 26% are early advanced, and 7% are advanced. Based on 2013 CST data, 32% of students did not meet state ELA standards and 24% did not meet state math standards.	PLC Minutes; Teacher Records	Classified			17,474
One 3-5 Intervention Aide: lead extension groups (allowing credentialed teachers to work with struggling students), one on one support for struggling students	Based on 2013 CST data, 32% of students did not meet state ELA standards and 24% did not meet state math standards.	PLC Minutes; Teacher Records	Classified		16000	
CGI: Ongoing professional development for all Kinder-2 grade teachers, as well as self-selected 3rd, 4th, & 5th grade teachers	Of the English Learners in the 2013-2014 kindergarten class, 4% are beginning, 7% are early intermediate, 56% are intermediate, 26% are early advanced, and 7% are advanced.	PLC Minutes, Observations	Certificated		See Goal 2	
			Books and Supplies			
Guided Reading: Implementation of Guided Reading K-3	Of the English Learners in the 2013-2014 kindergarten class, 4% are beginning, 7% are early intermediate, 56% are intermediate, 26% are early advanced, and 7% are advanced.	PLC Minutes, Observations, and			See Goal 2	
Implementation of PLC	Evidence has shown that analyzing data by student by standard and implementing RTI based on that data results in increased number of students mastering standards	PLC minutes		Funded by District		
Colleague Observations: Each teacher will observe another teacher at Lin Howe for one hour two times a year.	Experience has shown that observing colleagues leads to improved teacher practices	Observation Sign-up sheets	Classified		1700	
Professional development opportunities & supplies to increase the number of students meeting state standards	Based on 2013 CST data, 32% of students did not meet state ELA standards and 24% did not meet state	monitored by PLC, Leadership, & Principal	Certificated	3500		
			Services and Operating Costs	4000	5121	9641
			Books and Supplies	3382		
Total Expenditures for Goal 4				12,582	21,121	27,115
Total Expenditures				34,087	54,981	46,586
Total Budget				34,087	54,981	46,751
Remaining						165

Planned Improvements in Student Performance

Goal 5: Engage, inform, and educate all stakeholders (Engagement).

Identified District Metric	Identified Site Metric	What will be different/improved for students?				
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.)	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.)	Survey results on the district's efforts to seek parent input for decisions and parent participation will increase from 59% to 61%				
Expenditures						
Detail						
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Sailing to Success- Lin Howes College & Career Program: Parents' College info Night for First Generation College Students	CCHS reports 40% of students complete college readiness courses	Sign-in & Feedback form			See Goal 2	
CGI Parent Night: Inform parents of CGI effectiveness and strategies	Teachers report parents having many questions about CGI	Sign-in & feedback form	Certificated	150		
			Books and Supplies	300		
Family Science Night	Evidence of past Family Science Night showed high engagement and interest in science	Sign-in & Feedback form	Certificated			
			Books and Supplies	300		
Total Expenditures for Goal 5:				750	0	0
Total Expenditures				34,087	54,981	46,586
Total Budget				34,087	54,981	46,751
Remaining:						165

Planned Improvements in Student Performance

Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Percentage of student engagement based on stakeholder surveys (currently 81%)		Percentage of student engagement based on stakeholder surveys (currently 81%)		Percentage of student engagement based on stakeholder surveys increase from 81% to 82%		
School attendance rate (currently 96.24%)		School attendance rate (currently 96.00%)		School attendance rate will increase from 96% to 97%		
EL Reclassification rate (currently 19.7%)		EL Reclassification rate (currently 22.4%)		EL reclassification rate will increase from 22.4% to 25%		
Chronic absenteeism of 3.41%		Chronic absenteeism of 7.5%		Chronic absenteeism will decrease from 7.5% to 6.5%		
Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%		Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%		The Culver City High School annual adjusted Grade 9-12 dropout rate will decrease from 2.1% to 1.5%		
High school graduation rate 91%		High school graduation rate 91%		High school graduation rate increase from 91% to 92%		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	SA	LCFF	Title I
Field trips	Evidence has shown that students who are engaged and connected are linked to student success.	Calendar		Paid for by PTA		
Assemblies	Evidence has shown that students who are engaged and connected are linked to student success.	Calendar		Paid for by PTA		
Free Art Fridays	Evidence has shown that students who are engaged and connected are linked to student success.	Calendar		Paid for by Booster club		
Art/Theatre Collaborative	Evidence has shown that students who are engaged and connected are linked to student success.	Calendar		Paid for by Ed Foundation, PTA, and Booster Club		
Instrumental & Vocal Music	Evidence has shown that students who are engaged and connected are linked to student success.	Calendar		Paid for through district funds		
Create harmonious classes that match teacher/student teaching/learning styles and personalities, as well as providing a heterogeneous and diverse learning environment	Evidence has shown that heterogenous classes, and student connected increase student performance	Class rosters		2210	0	0
Total Expenditures for Goal 6				2210	0	0
Total Expenditures				34,087	54,981	46,598
Total Budget				34,087	54,981	46,751
Remaining						153

Goal 7: Provide a school environment which establishes physical and cultivates emotional security, facilitates responsible decision making, and ensures learning (Engagement).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Student Suspension rate (currently 2% districtwide)		Student Suspension rate 2%		Student suspension rate will decrease to 1%.		
Student Expulsion rate (currently 3 students districtwide or .04%)		Student Expulsion rate 0%		Student expulsion rate will remain at 0%.		
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, 71% of CCHS students felt safe or very safe at school.		Based on survey results, students reporting feeling safe will increase from 71% to 73%.		
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."		The California Health Kids Survey showed that, 63% of CCHS 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."		Based on survey results, students reporting that there is a teacher or some other adult who really cares about them will increase from 62% to 64%.		
According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."		According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."		Based on survey results, students reporting that CCUSD schools provide a physically safe environment will increase from 78% to 80%.		
According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."		According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."		Based on survey results, students reporting that CCUSD schools provide an environment which cultivates emotional security will increase from 64% to 66%.		
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, 69% of the respondents agree that "CCUSD schools provide a school environment which encourages responsible decision-making."		Based on survey results, students reporting that CCUSD schools provide a school environment which encourages responsible decision-making will increase from 69% to 71%.		
According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."		According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."		Based on survey results, students reporting that CCUSD provides a school environment centered on learning will increase from 89% to 90%.		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
PBIS	Two months after implementing CHAMPS (our PBIS Program) in the cafeteria, data showed fewer students yelling in the cafeteria, more students keeping their hands to themselves in the cafeteria, & more positive reinforcement being given by adults in the cafeteria.	data collection and observation	Books and Supplies	500		
Olweus	On average, one to two students a month report being bullied.	reports		already purchased		
Safe & Caring School Communities	Evidence has shown that students have difficulty learning when they do not feel physically and emotionally safe.	Observation & Lesson Plans		already purchased		
Total Expenditures for Goal 7				500	0	0
Total Expenditures				34,087	54,981	46,566
Total Budget				34,087	54,981	46,751
Remaining						166

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

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the ELAC.
- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: _____

Dr. Kim Indelicato

 Typed Name of Principal

 Signature of Principal

 Date

 Typed Name of SSC Chairperson

 Signature of SSC Chairperson

 Date

Site Council Membership				
Name	Principal (1)	Teacher (3)	Other Staff (1)	Parent (5)
Dr. Kim Indelicato	X			
April Amoroso		X		
Amy Hodge		X		
Katie McVay		X		
Atoosa Abascal			X	
Eri Adelman				X
Joanna Brody				X
Len Dikter				X
Davina Fellows				X
Kathy Johnson				X

Single Plan for Student Achievement

2014-2015 School Year



Culver City Middle School

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of our instructional programs for all students to meet local, state and federal targets. As a result, we have adopted the following school goals, related actions, and expenditures to raise the academic performance for all students:

This plan will be considered valid upon the approval from the Culver City Unified School District's Board of Education. Upon approval, this plan will remain in place for the school year that it was approved, and it will act as an interim plan until a new plan is submitted and approved in the coming school year.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Annual Evaluation/Review

Identify each of the goals from the previous year's plan, and using student performance data, specify the progress the school has made in attaining each of these goals.

Goal 1

Provide data driven interventions for students who struggle as defined by our Response to Intervention system. Specifically, we will use 2013 CELDT and CST scores to identify students who are not proficient in English and support them with a supplementary class, Academic Language Development (ALD) class, to reinforce basic language skills that will support them in their classes. We also will offer Success Maker and peer tutoring as part of our intervention period, 2 hours per week to all students who are not proficient and/or not meeting grade-level standards. For Students with Disabilities, they will attend the Learning Center to support their unique language needs so that they may be more successful in their core classes—Learning center is available for students, ELD classes remain available for students who are CEDLT level 3 or below, Successmaker has been discontinued as teachers were not utilizing it and we are looking for another option

Goal 1

Improve overall student experience as it relates to school culture, safety, and performance by providing necessary support—This goal will continue for 2014-15

Goal 3

Provide data driven interventions for students who struggle in math as defined by our Response to Intervention system. Specifically, we will use 2013 CST scores to identify students who are not proficient in math and support them with a supplementary class, Math Builders, to reinforce basic skills that will support them in their general math class. We also will offer Success Maker as part of our intervention period four hours per week. For Students with Disabilities, they will attend the Learning Center to support their unique needs so that they may be more successful in their core classes—Math Builders has also been discontinued given our participation in the MLC math program

Goal 4

Assisting students who are not meeting grade level performance standards as measured by progress reports, SSTs, and counselor recommendations, in order to adequately prepare them to be successful in high school and beyond. In the 2012-13 school year, 94% of our 485 eighth graders met grade level performance standards compared to almost 90% in each of the past two years before. The goal is to increase this percentage to 100% of 8th grade students meeting grade level standards by June 2014— This goal will continue for 2014-15

Planned Improvements in Student Performance

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).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Rate of teachers that are credentialed in their area of instruction (currently 100%)		Rate of teachers that are credentialed in their area of instruction (currently 100%)		The rate that teachers will continue to be credentialed in their area of instruction will remain at 100%.		
Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)		Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)		The rate that CCUSD students will utilize state adopted curriculum as their core instructional material will remain at 100%.		
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)		Facilities rated in "good" or "fair" repair status in all areas of Repair Status based on the 2013-2014 School Accountability Report Card.		Facilities rated in "good" or "fair" repair status in all areas of Repair Status based on the 2013-2014 School Accountability Report Card.		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Other
CCMS will continue its hiring practices of highly qualified teachers and support them with materials, resources and professional development to keep them in the profession; focus will be on how to engage and educate English Learners and low income, low performing students	credentialed in the area of assignment	evaluations process; BTSA survey	Certificated			
			Books and Supplies		5,000	
Support for new teachers through Beginning Teacher Support and Assessment (BTSA) in order to retain highly qualified teachers. Principal to conduct monthly meetings with new teachers to ensure that they are well informed and supported	retention rates of the seven teachers hired this year	monthly meeting agendas, BTSA survey, professional development	Certificated	1500		
CCMS will be adopting new state approved Math bridge materials and will conduct an ELA textbook adoption towards the end of 2014-15 school year	district adoption	teachers will serve on textbook adoption and it is also open to the public	Books and Supplies		District Funded	
CCMS will purchase supplemental materials to support the state adopted curriculum, including software licenses, subscriptions and supplies	needs of new Common Core curriculum, looking for a way to assess students' reading level universally	supplementary materials will be evaluated annually with data to look at effectiveness and usage	Books and Supplies	5,000	5,000	
Work with Maintenance, Operations and Transportation (MOT), custodial team and admin to ensure that we are aligned to the facilities master plan and continue to improve the facilities at CCMS	there are still teachers who do not have computers that are operable; doc cams or projectors on campus	progress on construction; monitoring by Admin team of facilities				
Ensure all teachers and students are given the technology necessary to access 21st Century technology tools provided by CCUSD and supported by the District's technology specialist.	All teachers at CCMS have laptops, access to seven Chromebook carts and have been trained on Google Drive. Implementation is in their first year	Observational data; Weekly monitoring of teachers' access to Google Drive and to Canvas, use of Chrome and Mac laptop carts for student use; student work samples		unit/CCEF		
Total Expenditures for Goal 1				6500	10000	0
Total Expenditures				67,462	59000	80,000
Total Budget				93,388	130,163	83,451
Remaining				5,938	71,163	3,451

Planned Improvements in Student Performance

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).

Identified District Metric	Identified Site Metric	What will be different/improved for students?
Percentage of teachers that participate in PLC focused on student learning (currently 91%).	Percentage of teachers that participate in PLC focused on student learning (districtwide currently 91%).	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%.
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 in order to enhance collaboration (districtwide currently 53%).	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%.
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 provided regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards (district wide currently 42%).	The percentage of 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%.
Percentage of staff that are trained on the effective use of technology (currently 31%).	Percentage of staff that are trained on the effective use of technology (districtwide currently 31%).	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%.

Expenditures

Action	Indicator	Monitoring	Type of Expenditure	Expenditure Amount		
				S.A.	LCFF	Title I
Implementing Common Core Instruction in Math through instructional coaching (one period for an instructional coach)	New teachers who are a part of the MLC program will align their practice with the MLC model	Instructional rounds, script data and teacher/student survey results	Certificated			12,000
Math Leadership Corps—Common Core instruction in Math with partnership—teachers receive monthly professional development, do instructional rounds and debrief. This is the substitute costs for instructional rounds, professional development and collaboration time and supplies.	transition to the MLC to common core math instruction	Instructional rounds, script data and student survey results	Certificated		5,000	
Writers Workshop and Guided Reading (ELA and Special education)—coach and model lesson instruction for teachers and administrators; teachers may need release time for collaboration/implementation	teachers volunteered to get trained;	observation and walk through form				
Professional Development for teachers on PLCs; visiting other schools and professional development with Mattos and Mohammed; other professional development for implementation of The Four Questions; specifically intervention and helping to answer question three	leadership team still needed time to refine the work they started; teachers volunteered to go to PD and to visit other schools	identifying essential standards; common formative assessments; changes to intervention and enrichment; student grades because of intervention implementation; CAASP scores		5,000		subs, collab time and PD
To enable time for teachers to engage in sustained focus on PLC work in answering the four PLC questions. With a specific focus on underperforming targeted populations and intervention for these students. This cost is to support collaboration release time for teachers who are aligning curriculum and doing data analysis of assessments for students—this is for teacher collaboration and release time to align curriculum	EL reclassification rate is only 20%, over 100 EL students have 1 D/F on the first progress report; PI year 7; many Ds/Fs—teachers are aligning to ensure that they can identify students who are not performing, how to help ELs and Title I students	PLC agendas and artifacts; common assessment data; students in intervention (observational data); Ds/Fs; EL fail rate and reclassification rate	Certificated	3,000	5,000	3,000
PLC for administrators to ensure that they are current on best practices, engaging in conversations with other high performing MS—this cost is for the CA League of Middle Schools membership and costs for the conference	CCMS has been a School to Watch since 2002; redesignated in 2014 for the 4th time and would greatly benefit from collaborating with other MS across the nation	data analysis on current practices; test scores; redesignation in 2017	Certificated Services and Operating Costs	5000		
21st Century Classroom Instruction: To ensure teachers are current on up-to-date immersion methodologies and supported in their understanding of Common Core, ELD and NGSS standards, promote professional learning through memberships to professional organizations/literature and conference attendance (NCTM, CUE, CLMS, ASCA). Goal is to provide low income students 21st century experiences	Teachers will be able to shift their instruction to align with the new practices as well as stay current on technology	observational data; teachers sharing out at faculty meetings; student use of technology in the classroom; work samples	Services and Operating Costs	2500	2500	conference costs, subs, etc
Total Expenditures for Goal 2				10500	17500	15,000
Total Expenditures				87,452	59000	80,000
Total Budget				93,388	130,163	83,451
Remaining				5,936	71,163	3,451

Planned Improvements in Student Performance

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).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
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 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%).		The percentage of students that will have access to courses which prepare them for college and career readiness will remain at 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 complete courses which prepare them for the transition to college and career readiness as shown in course descriptions and published student pathways (currently 41%).		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%.		
Percentage of students that graduate (currently 91%).		Percentage of students that graduate (currently 91%).		The percentage of students that will graduate will increase from 91% to 92%.		
Expenditures						
Details				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF#	Title I
CCMS is committed to ensuring all students have access to rigorous coursework including acceleration and receiving academic support	growth in accelerated math and scholars classes	student success and retention in accelerated coursework	Certificated			
CCMS continues support students academically as they access rigorous coursework, preparing them for high school. This cost is to support tutoring and extra support for students including before and after school institutes, Binder Buddies, In D/F meetings students are given pointed tutoring that they should attend as well as 8th grade students who are not performing have this as an option to meet their intervention hour requirements for promotion.	509 students received 1 D or F on the 5 week report card; number of students referred for SST; number of students who do not promote	counselor meetings that refer students to the HW helps, grade check, D/F list, SST data; promotion numbers	Certificated	3,000		15,000
CCUSD has partnered with California College Guidance Initiative to do early college education with students 6-12; counselors are doing classroom guidance and activities around college and career education	students at the MS level do not have an awareness of A-G requirements of course taking patterns at the high school level in order to meet college admissions requirements	classroom guidance, usage of CCGI	Books and Supplies	1,000	1,000	
Counselors also need some professional development to ensure that they are up to date on information around college and career requirements/standards as well as other counseling related topics	college education has not been part of the MS counseling curriculum; conferences will help them stay current on best practices	implementation of what counselors learn at the conference	Certificated	2,000	3,000	
CCMS continues to have a vocal music instructor for two periods who teaches a Choir elective-many of the students are returning	exposure to fine arts curriculum early	retention; participation, growth of class over time	Certificated	unit budget		
Partnership with K8Cr8 to offer digital photography to students as an enrichment option; particularly seeking out students who are not connected to something at school	CCMS currently does not have a visual arts program other than the wheel/elective-way to also incorporate technology and arts	student sign ups, work samples; retention of students in enrichment; growth of class/interest	Books and Supplies		5000	computers to edit
			Books and Supplies		funded by k8Cr8	
All students have the opportunity to take Art as part of the elective wheel/course offerings and participate in the PTSA reflections contest; there will also be an art enrichment for students to create works of art in sketchbooks	over 500 students have elected to take the Art course in some capacity	retention; student work samples; observational data; student participation	Certificated		unit	
			Books and Supplies	500	500	
Total Expenditures for Goal 3				6500	9500	15000
Total Expenditures				87,452	59000	80,000
Total Budget				93,388	130,163	83,451
Remaining				5,936	71,163	3,451

Planned Improvements in Student Performance

Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Percentage of students completing a-g (currently 41%)		Percentage of students completing a-g (currently 41%)		The percentage of students that will complete all a-g coursework will increase from 41% to 43%.		
Percentage of students graduating (currently 91%)		Percentage of students graduating (currently 91%)		The percentage of students that will graduate will increase from 91% to 92%.		
EL Reclassification rate (currently 19.7%)		EL Reclassification rate (currently 20%)		The percentage of students that become Fluent English Proficient will continue to remain at 20% each year and students who move into general education courses will get their choice of elective and have more support in the general education content area courses		
Students earning a 3 or better on the Advanced Placement exams (currently 76%)		Students earning a 3 or better on the Advanced Placement exams (currently 76%)		The percentage of students that earn a 3 or better on the Advanced Placement exams will increase from 76% to 77%.		
Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)		Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)		The percentage of students that will be "Ready for College" in ELA based on the EAP will increase from 39% to 41%.		
Percentage of students "Proficient" in math based on state testing (currently 74%)		Percentage of students "Proficient" in math based on state testing (currently 63.7%)		The percentage of students "Proficient" in math will not be measured this year. (No metric available)		
Percentage of students "Proficient" in ELA based on state testing (currently 72%)		Percentage of students "Proficient" in ELA based on state testing (currently 68.5%)		The percentage of students "Proficient" in ELA will not be measured this year. (No metric available)		
Percentage of students "Ready for College" in math based on the EAP (currently 34%)		Percentage of students "Ready for College" in math based on the EAP (currently 34%)		The percentage of students that will be "Ready for College" in Math based on the EAP will increase from 34% to 36%.		
Percentage of students "Proficient" on district common assessments of essential standards (no current data)		Percentage of students "Proficient" on district common assessments of essential standards (no current data)		The percentage of students "Proficient" on district common assessments of essential standards baseline data will be determined.		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Total
Technology aide monitors and gives students access to technology and assists with SBAC testing. To support implementation of technology for learning and to provide direct instructional support in digital literacy to students; provide qualified technology support for individual and small group assistance under the supervision of a highly qualified teacher.	students do not have access to a lot of technology in the classroom; many not at all. 50% of teachers indicated a need for technology support including software navigation, technology updates, network troubleshooting, and 100% for hardware assistance in the computer lab	monitor lab and cart sign ups; use of Google; observational data	Certificated	32452		
Teachers need more of an awareness of ELs progression in academic achievement through School City; teachers to be trained on School City	EL population has underperformed historically; over 100 ELs had 1 or more D or F at the 5 week progress	Redesignation rate increase; higher grades; EL counselor feedback; observation and teacher reports	Certificated	district funded		
EL students will be met with regularly by the EL Counselor; Site to take on more EL monitoring and more professional development for teachers on SDAIE strategies and specific interventions for EL students	EL population has underperformed historically; over 100 ELs had 1 or more D or F at the 5 week progress	Redesignation rate increase; higher grades; EL counselor feedback; observation and teacher reports			5,000	professional development and collaboration
Counselors meet with all students with Ds/Fs at each grading period. This will turn into a true Response to Intervention (RTI) model once we roll out our PAWs time; students will be met with individually who continue to not meet standards and will be referred to after and before school tutoring with monitoring	509 students with Ds and Fs—students will have individual coaching/counseling and grade should increase; self esteem increase; increase parent involvement	disaggregate D/F data each grading period to analyze effectiveness				
Students will be directed to PAWs for tutorial if stamped and those who are not stamped will be able to go to open tutorials. Costs is for materials and supplies for intervention with the goal of increasing EL and Low Income (LI) student performance	D/F list; students will have an opportunity to get retaught; more time if needed and time to ask questions and do HW	analyze student achievement data from grading period to grading period	Books and Supplies		2500	5,000
Instructional aides for English Learners to provide one on one support for students as well as small group instruction in areas such as Running Records, Guided Reading and in content area classrooms	95% of EL students had 1 D or F at the 5 week progress report; this will allow 1:1 time with an adult to help them as well as small group instruction	EL student data on report cards; CELDT data, running records and observational data	Certificated	district funded		
Total Expenditures for Goal 4				32452	7500	5000
Total Expenditures				67,452	59,000	80,000
Total Budget				93,388	130,163	83,451
Remaining				5,936	71,163	3,451

Planned Improvements in Student Performance

Goal 5: Engage, inform, and educate all stakeholders (Engagement).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
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.)		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.)		Survey results on the district's efforts to seek parent input for decisions and parent participation will increase from 59% to 61%		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFE	Title I
Parent communication and engagement is a top priority. Principal sends a weekly email to keep parents informed of what happens weekly at CCMS	parent phone calls and emails were happening very often of parents who were uninformed of activities at the school	feedback on email; number of opens, parents asking to sign up				
Back to school Night, Open House, 5th grade parent night, Coffee and chats and our first annual CCMS Parent Education night will take place this year (workshops for parents ranging from academic to social emotional)	no parent nights had taken place at CCMS	parent feedback form at the end of the night; attendance		1,000		2,500
PTSA is a big part of CCMS; principal will engage at monthly PTSA meetings giving updates on curricular developments and other activities at the site	continued input from the community	PTSA agendas				
ELs have been one of the groups that have performed below proficient consistently; needs to be education for teachers on who is an EL and the instructional strategies to use	EL population has underperformed historically; over 100 ELs had 1 or more D or F at the 5 week progress	Redesignation rate increase; higher grades; EL counselor feedback; observation and teacher reports			see goal 4	
Through the partnership with the California College Guidance Initiative, we will engage stakeholders in early college and career education and college pre-planning with particular attention paid to our ELs, AVID students and Title I students	currently no college knowledge or college going culture at the MS level	student usage reports of CCGI; engagement of parents in conversations around college planning	Books and Supplies			2,000
CCMS will continue to grow the AVID program (currently one section of 7 and 8) to include better recruitment, more training for AVID teachers and discussion of how to add an AVID component to the 6th grade wheel	AVID sections are small, retention is average	growth in AVID students; anecdotal student data	Services and Operating Costs Books and Supplies			15,000
Site to explore a speaker series for GATE parents and do lunches for GATE students (special speakers/activities)	approx. 20% of the school population is GATE; want to continue to answer question 4 for PLCs	student attendance at GATE lunches; parent attendance at parent nights	Services and Operating Costs Books and Supplies	1,500		
CCMS will continue with Latino Family Literacy project in order to engage our Spanish Speaking families and inform them of different and important topics	Approximately 30+% of the families are Spanish speaking; many are EL which data shows are underperforming and there is a need for more parent involvement—many EL parents are not attending parent nights	attendance at Latino Family Literacy Nights; EL reclassification data;	Services and Operating Costs		3,000	
Total Expenditures for Goal 5				2500	3000	19500
Total Expenditures				67,452	59000	80,000
Total Budget				93,388	130,163	83,451
Remaining				5,936	71,163	3,451

Planned Improvements in Student Performance

Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Percentage of student engagement based on stakeholder surveys (currently 81%)		Percentage of student engagement based on stakeholder surveys (districtwide currently 81%)		Percentage of student engagement based on stakeholder surveys increase from 81% to 82%		
School attendance rate (currently 96.24%)		School attendance rate (currently 96.72%)		School attendance will increase to 97% and students will be able to identify at least one adult they feel connected to and have the opportunity to be involved in some sort of enrichment activity		
EL Reclassification rate (currently 19.7%)		EL Reclassification rate (currently 20%)		The percentage of students that become Fluent English Proficient will continue to remain at 20% each year and 100% of students who move into general education courses will get their choice of elective and have more support in the general education content area courses		
Chronic absenteeism of 3.41%		Chronic absenteeism of 1.25%		100% of students will have access to enrichment activities; 100% of students will receive OLWEUS		
Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%		Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%		The Culver City High School annual adjusted Grade 9-12 dropout rate will decrease from 2.1% to 1.5%		
High school graduation rate 91%		High school graduation rate 91%		High school graduation rate increase from 91% to 92%		
Expenditures						
Details				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
CCMS is committed to ensuring that students have a smooth transition into the MS. As a result we will be implementing Where Everybody Belongs (WEB). Five teachers will be involved in the training and associated costs to starting the program—students will have other students to turn to	many students who have had difficulty transitioning to MS; many SSTs, parent meetings and counselor appointments for students new to CCMS	D and Fs of 6th and new students, attendance rates, transience rate of 6th graders and new students; SSTs, counseling appointments, parent meetings	Certificated Services and Operating Costs			20,000
CCMS is also implementing PAWs tutorial and enrichment to help students connect academically, socially and emotionally	D/F list; incident reports, attendance rates	D/F lists, attendance rates, # of kids participating in activities				see goal 4
Continue to regularly meet with parents, continue SARB letters, review attendance reports	attendance reports; number of tardies and absences	attendance reports, SARB intervention monitoring		district funded		
Continue to monitor and provide support for reclassified EL students as well as provide support for english learners not making adequate yearly progress.	AMO data	AMO data, school city				
Continue to partner with Panther Partners to offer outside enrichment offerings and support of athletics program	large number of students are involved in after school enrichment and athletics	continue to monitor rosters, growth of sports and activities				
CCMS also continues to provide OLWEUS, the antibullying curriculum to the students and celebrations for students to stand up to bullying or report	incident reports, students reports, OLWEUS survey data	incident reports, students reports, OLWEUS survey data	Services and Operating Costs Books and Supplies	4,000		
CCMS provides a 5th grade orientation to incoming students to help ease the transition	students have no exposure to MS	transition data such as absenteeism, D/F rate, OLWEUS data, Gallup Poll data	Services and Operating Costs	1,500		
CCMS would like to provide lunch clubs for students in their area of interest—cost would cover stipends for teacher sponsors	Currently there are no lunch clubs and some enrichment but we would like students driven interest clubs	club attendance; sponsor feedback; student feedback	Certificated	3,000		
CCMS provides different opportunities for students in the area of arts integration. Heidi Duckder and the Duck truck provide dance for students through PE; teachers will get professional development from the company. Field trips targeted for at-risk, Title I students will be provided through Chocolate Nutcracker in December. A partnership with k8Cr8 will also provide digital cameras for students to do photography enrichment—this will allow students to have opportunities that they have not had before	besides the electives like art, band, choir, there are not other art opportunities for students. No digital photography, videography or dance in the school 10,000		Certificated	2,000		1,500
Field trips to engage and enrich learning for students tied to the content—they will be able to visually see and experience content Services and Operating Costs	students have few opportunities for enrichment at no cost	student attendance at field trips; anecdotal reports from students and teachers;	Certificated	2000		
			4000	4000		
Total Expenditures for Goal 6				26500	0	20,000
Total Expenditures				87,462	59000	80,000
Total Budget				93,388	190,163	83,451
Remaining				5,936	71,163	3,451

Goal 7: Provide a school environment which establishes physical and cultivates emotional security, facilitates responsible decision making, and ensures learning (Engagement).						
Identified District Metric	Identified Site Metric		What will be different/improved for students?			
Student Suspension rate (currently 2% districtwide)	Student Suspension rate 2.5%		Suspension rate will decrease to 2% or below			
Student Expulsion rate (currently 3 students districtwide or .04%)	Student Expulsion rate 0% (3 students)		Expulsion rate will decrease to 0 students			
The California Healthy Kids Survey showed that, on the average, 71% of students felt safe or very safe at school.	The California Healthy Kids Survey showed that, 72% of students felt safe or very safe at school.		Based on survey results, students reporting feeling safe will increase from 71% to 73%.			
The California Healthy 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."	The California Healthy Kids Survey showed that 59% of CCMS 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."		Based on survey results, students reporting that there is a teacher or some other adult who really cares about them will increase from 62% to 64%.			
According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."	According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."		Based on survey results, students reporting that CCUSD schools provide a physically safe environment will increase from 78% to 80%.			
According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."	According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."		Based on survey results, students reporting that CCUSD schools provide an environment which cultivates emotional security will increase from 64% to 66%.			
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, 69% of the respondents agree that "CCUSD schools provide a school environment which encourages responsible decision-making."		Based on survey results, students reporting that CCUSD schools provide a school environment which encourages responsible decision-making will increase from 69% to 71%.			
According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."	According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."		Based on survey results, students reporting that CCUSD provides a school environment centered on learning will increase from 89% to 90%.			
Expenditures						
Action	Detail			Expenditure Amount		
	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
CCMS is also committed to ensuring students understand the school wide expectations and rewarding those students who are meeting and exceeding expectations	incident reports, discipline numbers	disaggregate discipline data	Books and Supplies	1,500	(student rewards)	
For those student who are not meeting expectations, detention and Saturday school is used as an alternative means of correction; there will be reflection, academics and physical activity--restorative justice practices will be employed and students will learn to take ownership of their choices	incident reports, discipline data	incident reports, students reports, discipline data	Certificated Books and Supplies	1,000	1,500	500
CCMS is also participating in the Gallup Poll this year to gather data around students level of hope and engagement at school. This data will help us determine how to better serve the needs of our children--teachers will be trained in ways to engage students, resulting in a more inviting, caring classroom	attendance rates, grades, discipline, after school activity participation	Gallup results; conference with students, attendance rates, improvement of grades,	Certificated Books and Supplies		10,000	(professional development, supplies)
CCMS also continues to provide OLWEUS, the antibullying curriculum to the students and celebrations for students to stand up to bullying or report	incident reports, students reports, OLWEUS survey data	incident reports, students reports, OLWEUS survey data		see goal 6		
CCMS also houses the backpack for kids program on the MS campus; ASB student help pack backpacks each week	40% free and reduced lunch at CCMS alone; numbers are much higher at other sites	number of backpacks distributed each week		district/donation funded		
The elementary Culver Closet is also housed at the MS	high use of HS Culver Closet showed a need for an Elementarylevel closet	inventory		district/donation funded		
Partnership with the Health Center provides families with both physical and mental health	many families do not have access to mental and physical health services;	referrals made by CCMS; number of families who are serviced through the Health Center				
CCMS is also looking for more restorative justice practices and training for the administrative team	suspensions have decreased but behaviors continue; culture of school and belief of many staff members is that students should be suspended for many infractions which could be handled through alternatives to suspension	suspension/discipline data; teacher feedback	Certificated Books and Supplies			5000
Total Expenditures for Goal 7				2,500	11500	5500
Total Expenditures:				87,452	59000	80,000
Total Budget				93,388	130,163	83,451
Remaining				5,936	71,163	3,451

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the ELAC.

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: _____

Linsey Gotanda _____

Typed Name of Principal

Signature of Principal

Date

Scott McDowell _____

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Site Council Membership				
Name	Principal (1)	Teacher (3)	Other Staff (1)	Parent (5)
Linsey Gotanda	X			
Michael Bosler		X		
Lauren Borcheding		X		
Jennifer Ogren		X		
Josie Campos			X	
Janice Beighey				X
Irene French				X
Brent Miller				X
Scott McDowell				X
Melissa Lane				X

Single Plan for Student Achievement

2014-2015 School Year



Culver City High School

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of our instructional programs for all students to meet local, state and federal targets. As a result, we have adopted the following school goals, related actions, and expenditures to raise the academic performance for all students:

This plan will be considered valid upon the approval from the Culver City Unified School District's Board of Education. Upon approval, this plan will remain in place for the school year that it was approved, and it will act as an interim plan until a new plan is submitted and approved in the coming school year.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Annual Evaluation/Review

Identify each of the goals from the previous year's plan, and using student performance data, specify the progress the school has made in attaining each of these goals.

Goal 1 <i>100% of student will graduate high school. The CCHS graduation rate improved from 90.89% in 2013 to 91.32% in 2014.</i>
Goal 2 <i>All students in 10th grade will score at the proficient level in English Language Arts and Math on the California High School Exit Exam. During the 2013-2014 school year 74% of students scored proficient or above in ELA. 72.8% scored proficient or above in math.</i>
Goal 3 <i>All students will be college and career ready upon graduation (at least 50% will be UC/CSU eligible). Based on student self-reporting, 52% of students were eligible to apply to four-year college or university.</i>
Goal 4 <i>All students will earn 60 semester credits by the end of their Spring semester in 9th grade. 20% of students earned one or more fails during the year. This is a decrease from the previous year (24%).</i>
Goal 5 <i>All students will be eligible to participate in athletics and extra-curricular activities.</i>

Planned Improvements in Student Performance

Planned Improvements in Student Performance						
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).						
Identified District Metric	Identified Site Metric	What will be different/improved for students?				
Rate of teachers that are credentialed in their area of instruction (currently 100%)	Rate of teachers that are credentialed in their area of instruction (currently 100%)	Continued access to highly qualified teachers.				
Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)	Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)	With each adoption cycle, students will receive the most up to date texts that will reflect changing standards and curricula.				
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)	CCHS facilities rated in "good" repair status in all areas of Repair Status based on the 2013-2014 School Accountability Report Card.	Learning environments will improve as current bond monies are used to address the facility master plan. Facility budget expenditures and improvements are not listed herein, as the budgets identified in this plan will not be used for those improvements.				
Expenditures						
Detail						
Action	Indicator	Monitoring	Type of Expenditure	Expenditure Amount		
				S.A.	LCHF	Title I
CCHS will continue to adhere to hiring practices that ensure that only highly qualified teachers and administrators will be hired. New teachers will receive support including professional development, monthly meetings with administration and BTSA. Administrators will participate in regularly scheduled trainings and PLCs as well as attend conferences such as the ACSD conference.	Rate of teachers credentialed in their subject areas will continue to be 100%.	Principal, AP - Curriculum & Guidance follow up with BTSA support providers regarding bi-monthly meetings.	Certificated	15000		
			Services and Operating Costs	1500		
CCHS will adopt the most current state adopted curriculum as core instructional materials with each textbook adoption cycle. New math textbooks will be adopted during the 2014-2015 adoption cycle.	All core instructional materials will align with state adopted materials.	Department chairpersons will work with the principal and assistant principal to adopt appropriate materials. Follow Ed Services timelines and protocols.	Books and Supplies			
CCHS will purchase supplementary instructional materials to support instruction of state adopted curriculum including books, software, subscriptions, and internet service licenses.	Supplementary instructional materials will be evaluated for alignment with national and state standards.	Principal, AP - Curriculum & Guidance. Spring Leadership agendas will include feedback regarding adoption of supplemental materials.	Books and Supplies	5000	10000	
Work with MOT and Business Services to execute building maintenance, repair, and renovation in accordance with the Facility Master Plan.	Annual progress on the Facilities Master Plan	Principal and AP-Athletics conduct monthly facility walk-throughs; attend weekly construction meetings; Monthly meetings with Head of Maintenance to attend to site issues				
Technology will be maintained and improved including computers, projectors, and document cameras. Training will be provided by the IT coordinator so that staff can successfully utilize and maintain technological equipment.	Instructional technology in classrooms	IT Coordinator maintains log of repairs and needed purchases; IT Coordinator meets with Principal monthly and updates Leadership Team as needed		10000	10000	
Total Expenditures for Goal 1				31500	20000	0
Total Expenditures				133,050	181800	0
Total Budget				133,091	181,604	0
Remaining				41	4	0

CCUSD 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).						
Identified District Metric	Identified Site Metric	What will be different/improved for students?				
Percentage of teachers that participate in PLC focused on student learning (currently 91%).	Percentage of teachers that participate in PLC focused on student learning (districtwide currently 91%).	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%.				
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 in order to enhance collaboration (districtwide currently 53%).	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%.				
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 provided regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards (districtwide currently 42%).	The percentage of 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%.				
Percentage of staff that are trained on the effective use of technology (currently 31%).	Percentage of staff that are trained on the effective use of technology (districtwide currently 31%).	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%.				
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
All departments will continue to create and revise Essential Standards and common assessments, the results of which will be reviewed and analyzed to 1) make curriculum decisions, 2) identify instructional practices that yield the best results, and 3) identify areas for intervention. Expenses include teacher release time and professional development.	Essential Standards and Common assessments for each will be established for all subject areas.	Each department will provide record to CCHS administration. Department chairs report to Leadership regarding progress. Principal forwards standards and assessments to Ed Services on an ongoing basis	Certificated	10000	6000	
All teachers will work in PLCs to identify essential standards, develop formative assessments, and analyze student products to evaluate progress and identify the need for interventions. Expenses include professional development and supplemental materials.	Systems for identifying student strengths and weaknesses are actualized in each subject area with a systematic means for providing student intervention.	Department chairpersons will report systems and strategies to the Intervention Team and Principal. Intervention Coordinator will regularly run D/F lists to identify students in need of intervention. Intervention Coordinator will work with staff to identify necessary PD and support materials.	Certificated	2000	3000	
Professional development opportunities will be made available to support improved instruction, promoting mastery, improving student engagement, and targeting specific populations for increasing learning. PD includes, but not limited to: Mattos & Muhammad working sessions, AVID Institutes, AP Conferences, content specific institutes and conferences, and classroom management trainings.	Teacher proficiencies	AP -Curriculum, Department chairpersons and Principal will identify needed PD in order to support AVID, EL and AP programs.	Certificated	10,000	8000	
Implement common core instruction in math through instructional coaching (MLC).	New teachers in the MLC program will align practices with fidelity to MLC model.	Principal and AP - Curriculum will attend instructional rounds, script data, and survey results. Meet with MLD Leadership as needed to monitor program. Regular formal and informal observations of classrooms.	Certificated	4000	3000	
Total Expenditures for Goal 2				26000	20000	0
Total Expenditures				133,050	181600	0
Total Budget				133,091	181,604	0
Remaining				41	4	0

Planned Improvements in Student Performance

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).						
Identified District Metric	Identified Site Metric	What will be different/improved for students?				
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 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%).	The percentage of students that will have access to courses which prepare them for college and career readiness will remain at 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 complete courses which prepare them for the transition to college and career readiness as shown in course descriptions and published student pathways (currently 41%).	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%.				
Percentage of students that graduate (currently 91%).	Percentage of students that graduate (currently 91%).	The percentage of students that will graduate will increase from 91% to 92%.				
Expenditures						
Action	Indicator	Monitoring	Type of Expenditure	Expenditure Amount		
				S.A.	LCFF	Title I
Provide intensive intervention through 8th grade summer bridge program, summer school, Algebra support classes, Read 180, and two TEAM classes (9th and 10th grade academic support classes). Teachers will receive training and materials to support students in these classes. Expenses include professional development and instructional materials.	Student grades, pass rates, and performance on standardized assessments.	Intervention team and administrators will monitor student performance through regular running of grade reports. Intervention Coordinator will work with staff to identify necessary PD and support materials.	Certificated		12000	
			Books and Supplies		5000	
			Services and Operating Costs	5000		
Honors/Accelerated Classes: Open access for placement in honors/accelerated coursework in math, core, and science.	Students that have demonstrated advanced mastery of grade-level essential standards	AP - Curriculum & Guidance - give teachers reverse verification lists in the spring to verify that interested students are meeting course requirements; provide a "Scheduling Fair" in advance of scheduling so that students make informed decisions about rigor of courses. Ensure that summer work assignments are appropriate and attend to rigor of course. Following registration, drop students from courses who do not complete the summer work.				
Identify underrepresented groups in advanced classes and target for recruitment in Honors, AP, or advanced math and Science. Administer PSAT (free of charge) to ALL 10th grade students.	Enrollment in Honors / AP	AP - Curriculum & Guidance will report enrollment in AP and Honors classes annually to evaluate for growth.				
Zero-Period: Students assigned to mandatory intervention classes, double-block math classes, or AVID qualify to take a class before school, thus allowing them to take a student-choice elective during the school day.	Rate of non-completion of A-G courses	AP - Curriculum & Guidance will report enrollment in zero period classes to evaluate participation rates.				
Counseling and advisement for summer school and dual course enrollment.	Rate of non-completion of A-G courses	AP - Curriculum & Guidance will evaluate enrollment and participation rates in summer school with a specific eye for who opts out. This will inform counseling practices to increase participation.				
Total Expenditures for Goal 3				5,000	17,000	
Total Expenditures				133,050	181,600	0
Total Budget				133,091	181,604	0
Remaining				41	4	0

Planned Improvements in Student Performance

Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).						
Identified District Metric	Identified Site Metric	What will be different/improved for students?				
Percentage of students completing a-g (currently 41%)	Percentage of students completing a-g (currently 41%)	The percentage of students that will complete all a-g coursework will increase from 41% to 43%.				
Percentage of students graduating (currently 91%)	Percentage of students graduating (currently 91%)	The percentage of students that will graduate will increase from 91% to 92%.				
EL Reclassification rate (currently 19.7%)	EL Reclassification rate (currently 20.8%)	The percentage of EL students being reclassified will increase from 20.8% to 21.8%.				
Students earning a 3 or better on the Advanced Placement exams (currently 76%)	Students earning a 3 or better on the Advanced Placement exams (currently 76%)	The percentage of students that earn a 3 or better on the Advanced Placement exams will increase from 76% to 77%.				
Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)	Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)	The percentage of students that will be "Ready for College" in ELA based on the EAP will increase from 39% to 41%.				
Percentage of students "Proficient" in math based on state testing (currently 74%)	Percentage of CCHS students "Proficient" in math based on state testing (currently 71%)	The percentage of students "Proficient" in math will not be measured this year. (No metric available)				
Percentage of students "Proficient" in ELA based on state testing (currently 72%)	Percentage of students "Proficient" in ELA based on state testing (currently 74%)	The percentage of students "Proficient" in ELA will not be measured this year. (No metric available)				
Percentage of students "Ready for College" in math based on the EAP (currently 34%)	Percentage of students "Ready for College" in math based on the EAP (currently 34%)	The percentage of students that will be "Ready for College" in Math based on the EAP will increase from 34% to 36%.				
Percentage of students "Proficient" on district common assessments of essential standards (no current data)	Percentage of students "Proficient" on district common assessments of essential standards (no current data)	The percentage of students "Proficient" on district common assessments of essential standards baseline data will be determined.				
Expenditures						
Detail		Expenditure Amount				
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Counselors, administrators, and teachers will receive training and information around the UC/CSU and NCAA requirements.	Changing requirements	Counselors will administer informal student assessments during grade level class presentations and individual student appointment to assess student awareness of current UC/CSU and NCAA requirements.	Certificated	2,000		
			Books and Supplies	250		
Summer Bridge - Students identified as academically deficient in 8th grade are invited to attend the Summer Bridge class to earn 10 high school credits. The class focuses on skills necessary to be academically successful in high school.	Failed learners, Intentional Non-learners (8th Grade)	Intervention Coordinator and AP, Curriculum & Guidance will review grades at close of summer program and will monitor the performance of participating students at each grading period throughout the 8th grade year to evaluate the impact of the program.	Services and Operating Costs		2000	
Tutoring for all subjects will be available before and after school through the Peer Tutoring Program. Expenses include hourly pay for teachers and classified staff during tutoring hours, meetings, and recruitment and training of peer tutors.	Student grades and demand for tutoring services	Peer tutoring coordinator will document student attendance and report to administration quarterly. Surveys will be administered to tutors and participating students at the end of the year.	Certificated		16500	
Instructional support for EL students will be provided including two instructional assistants. ELP Class provides intensive English language development (ELD) to targeted students. EL stipend provided for EL Coordinator. SDAIE Classes - Science and/or core classes in which clusters of language learning (EL) students with similar language needs are assigned. Teacher is trained to use EL instructional practices. Additionally, peer tutors who speak the cluster students' native language are assigned to the class to assist.	Students not fluent in conversational English (CELDT level 1 & 2), English Language Learner students transitioning from Newcomer Class	Intervention Aides effectiveness will be evaluated through observation and feedback from classroom teachers. Program and materials effectiveness will be assessed by the monitoring of improving CELDT scores, CAHSEE pass rates, grades, and teacher feedback at the end of each semester.	Classified		16000	
			Certificated		4000	
			Books and Supplies		4000	
			Services and Operating Costs		3000	
Students receive CAHSEE preparation through ELA and Math classes in grades 9 and 10. Supplemental instructional materials purchased as needed. CAHSEE Math Course: Math course designed to support targeted students' grade level math class. Focus of class is to teach grade level math essential standards necessary to successfully pass the California High School Exit Exam and support mastery of Algebra.	CAHSEE scores (pass rates and proficiency rates)	Student performance on the CAHSEE exam will be primary means for evaluating effectiveness of program and intervention.	Books and Supplies		3000	
Double-Block Math Classes: Two period math class that meets the same curriculum, scope, sequence, and timeline at the equivalent one period, grade level math class. The additional time provides the teacher the opportunity to utilize different instructional practices, teach pre-requisite skills, and provided additional time and support for students to master essential standards.	Algebra pass rates and CAHSEE math proficiency rates	Intervention Coordinator, Principal, and AP-Curriculum & Guidance will monitor math grades for all students in math support classes at each grading period to evaluate effectiveness of support.	Certificated		2000	
Supplemental CAHSEE preparation will be available to EL students identified through CAHSEE pre-test and 11th and 12th grade students who have not passed either portion of the CAHSEE.	CAHSEE pre-test performance	Student performance on the CAHSEE exam will be primary means for evaluating effectiveness of program and intervention.	Certificated	1,100	1000	
			Books and Supplies	1200	1000	
AVID: College-focused, elective course designed to support targeted students' access to rigorous coursework. Class teaches college/career planning, study skills, and tutorial support of college-prep curriculum.	High ability, low achieving students	AVID Coordinator, AVID Counselor, and AP-Curriculum and Guidance will monitor student grades, course enrollment, and A-G completion rates each semester.	Certificated		3000	
			Services and Operating Costs		3000	
			Classified		4000	

9th / 10th Grade Intervention Course: Mandatory elective course designed to support targeted students' grade level core classes. Focus of class is to pre-teach core essential standards, review prerequisite skills needed to master core essential standards, and provided extended time to learn core essential standards.	Failed learners in multiple core classes	Intervention Coordinator, Principal, and AP-Curriculum and Guidance will monitor student grades in all classes at each grading period to evaluate effectiveness of intervention classes.	Books and Supplies	2000		
			Services and Operating Costs	2000		
			Certificated	4000		
Intensive Reading Instruction (Read 180): Mandatory elective course designed to increase targeted students' reading proficiency to grade level. Focus of class is to pre-teach core essential standards, review prerequisite skills needed to master core essential standards, and provided extended time to learn core essential standards.	Failed Learners reading at least two years below grade level	Read 180 teacher will report the progress of participating students in their reading levels at the end of each school year. Run report to check corresponding English grade.	Certificated	2000		
			Services and Operating Costs	3000		
Instructional aide to operate and service all technology in Tech-Center and computer/tablet carts.	Need for technology service	Principal and IT Coordinator will evaluate the effectiveness of the employee on an annual basis through standard personnel evaluation process.	Classified	40000		
Academics + Athletics Tutoring/Mentor Program: Students in danger of becoming ineligible to participate in sports (GPA sub 2.0) will be assigned a teacher mentor and school age academic tutors to work on academics instead of practicing at least once per week.	Eligibility rate	AP - Athletics will collect feedback from teachers and run eligibility reports for all participating students at each quarter to evaluate the effectiveness of the intervention.				
Intervention Coordinator: teacher will be assigned to serve as intervention coordinator for 40% of the day. Duties include overseeing all intervention classes, monitoring at-risk students, and designing and implementing an intervention schedule.	Graduation rates and grades	Principal and AP-Curriculum and Guidance will evaluate the impact of the position at the end of the school year. Criteria for effectiveness includes effective coordination of professional development, support for intervention teachers, and implementation of intervention schedule.	Certificated	44000		
AP Exams: Administration of AP exams for all students in AP classes.	AP pass rates	Testing coordinator to provide summary of effectiveness of the testing administration. Principal and AP-Curriculum and Guidance will examine participation rates at the close of each testing administration.	Classified	2000		
Student planning trackers for all 9th grade students	9th grade—grade reports	Trackers handed out at registration and used to track students during intervention periods	Books and Supplies	3600		
Field trips to enrich instruction and student learning.	Pass rates and student engagement	Teachers will submit summary report of each field trip to principal including feedback from students to evaluate the quality of experience.	Services and Operating Costs	5000		
Total Expenditures for Goal 4				51,550	123,100	0
Total Expenditures				133,050	181,600	0
Total Budget				133,091	181,604	0
Remaining				41	4	0

Planned Improvements in Student Performance

Goal 5: Engage, inform, and educate all stakeholders (Engagement)						
Identified District Metric	Identified Site Metric	What will be different/improved for students?				
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.)	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.)	Survey results on the district's efforts to seek parent input for decisions and parent participation will increase from 59% to 81%				
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
School will make available to the public school level reports including, but not limited to CAHSEE pass rates, performance on state and national measures (SBAC), graduation rates, and college going rates.	Public awareness	Principal will post all available reports on CCHS website. Administration will informally survey parents at PTSA, Booster Club, and other parent nights to determine effectiveness of communication and make adjustments as needed.				
School will communicate with parent body regularly through web postings, phone messages, e-mail, letters, Twitter, and text messaging.	Public awareness	Administration will informally survey parents at PTSA, Booster Club, and other parent nights to determine effectiveness of communication and make adjustments as needed.	Services and Operating Costs	2000		
School will host regular meetings with stakeholders of students, parents, and staff including, but not limited to: PTSA, School Site Council, English and Language Advisory Committee.	Public awareness, parent/community input	Administration will informally survey parents at PTSA, Booster Club, and other parent nights to determine effectiveness of communication and make adjustments as needed.	Classified	500		
CCHS will host parent nights to engage them including: Back to School Night, College Nights, Financial Aid Information Night, Math Nights, and Open House.	Public awareness, student recognition, parent/community input	Administration will informally survey parents at PTSA, Booster Club, and other parent nights to determine effectiveness of communication and engagement and make adjustments as needed.	Classified	500		
CCHS to host parents of high risk students (students in intervention classes) for dinner to develop partnerships to support underperforming students.	Parent participation at BTSN night	Principal and Intervention Coordinator will evaluate the effectiveness of the meeting through participation rate, teacher feedback about trends in parent involvement, and student grades at subsequent grading points.	Services and Operating Costs		1500	
Total Expenditures for Goal 5				3000	1500	0
Total Expenditures				133,050	181,604	0
Total Budget				133,091	181,604	0
Remaining				41	4	0

Planned Improvements in Student Performance

Planned Improvements in Student Performance						
Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).						
Identified District Metric	Identified Site Metric	What will be different/improved for students?				
Percentage of student engagement based on stakeholder surveys (currently 81%)	Percentage of student engagement based on stakeholder surveys (districtwide currently 81%)	Percentage of student engagement based on stakeholder surveys increase from 81% to 82%				
School attendance rate (currently 96.24%)	School attendance rate (currently 94.87%)	School attendance rate will increase from 94.87% to 96.24%				
EL Reclassification rate (currently 19.7%)	EL Reclassification rate (currently 20.8%)	The percentage of EL students being reclassified will increase from 20.8% to 21.5%				
Chronic absenteeism of 3.41%	Chronic absenteeism of 2.93%	Chronic absenteeism rate will decrease from 2.93 to 2.0%				
Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%	Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%	The Culver City High School annual adjusted Grade 9-12 dropout rate will decrease from 2.1% to 1.5%				
High school graduation rate 91%	High school graduation rate 91%	High school graduation rate increase from 91% to 92%				
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	L.C.F.F.	Title
Provide information and awareness to 8th grade students and parents through 8th grade orientation, AVPA Orientation, Athletics presentation, scheduling presentations by counselors, and class scheduling meetings during Spring of 8th grade year.	Student awareness of HS demands in 8th grade.	Counselors will evaluate the effectiveness of presentations each year through individual inquiries during the scheduling process.				
Administrators visit English classes to clarify student expectations (academic, attendance, behavior, and extra curricular opportunities) for grades 9-12.	Absence rates, grades, college eligibility rates, discipline.	Administrators will evaluate attendance patterns, behavior, and academic performance of students regularly (monthly) and identify areas that need further emphasis.				
College Counselor meets with all 9th graders to start a four year plan for high school graduation and college eligibility. Counselors continue to develop four year plans through their visits to Social Studies classes. Dual enrollment opportunities through the AVPA and West LA college.	Graduation and college eligibility rates. Dual enrollment rates.	Counselors will evaluate effectiveness of presentation through pre-post surveys to students about the content of their presentations. AVPA Co-Directors report dual enrollment numbers.				
Career counselor meets with all 10th graders through their Social Studies classes to take a career assessments and introduce CTE classes. Field trips focused on college and career are available to all students. Seniors take community college placement exams through classes. Lunch and Learns are accessible to all students and feature varied professions. Job shadow program available to 11th & 12th graders.	Student awareness of college and career options. CTE class enrollment. Job shadow participation.	Administrator, College and Career Center				
All students earning below a C- at any grading mark receive counseling from academic counselor.	Grades	Counselors and administrators will tabulate how many students receive counseling and make adjustments to maximize efficiency and reach more students.				
Link Crew freshman support program provides orientation for all incoming 9th graders and pairs upperclass mentor to each student. Link Crew mentors freshman in small group session during academic intervention time	9th grade readiness	Link Crew Coordinator - Link Crew leaders and freshman will respond to survey regarding effectiveness of Link Crew program.	Certificated	2000		
			Services and Operating Costs	5000		
SARB: Students who accumulate unexcused absences will meet with an administrator and parent to consider means for improving attendance patterns.	Attendance rates	Administrators will review attendance / truancy rates regularly (monthly) to evaluate the effectiveness of SARB.	Services and Operating Costs	2000		
School will continue to develop means for intervention and student behaviors that treat the cause of the behaviors rather than punishment. Alternatives to suspensions include: counseling, group counseling / therapy, community service, positive behavior / restorative justice workshops.	Discipline records	Administrators will examine patterns of behavior for repeat offenders and identify patterns of behavior following alternative means of correction to determine impact.	Certificated	1200		
Total Expenditures for Goal 6				10200	0	0
Total Expenditures				133,050	181800	0
Total Budget				133,091	181,804	0
Remaining				41	4	0

Planned Improvements in Student Performance

Goal 7: Provide a school environment which establishes physical and cultivates emotional security, facilitates responsible decision making, and ensures learning (Engagement).						
Identified District Metric	Identified Site Metric	What will be different/improved for students?				
Student Suspension rate (currently 2% districtwide)	CCHS Student Suspension rate 3.2%	CCHS Student Suspension rate will decrease from 3.2% to 3%				
Student Expulsion rate (currently 3 students districtwide or .04%)	Student Expulsion rate .04% 1 student	CCHS Student expulsion rate will decrease.				
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, 71% of CCHS students felt safe or very safe at school.	Based on survey results, students reporting feeling safe will increase from 71% to 73%.				
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."	The California Health Kids Survey showed that, 63% of CCHS 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."	Based on survey results, students reporting that there is a teacher or some other adult who really cares about them will increase from 62% to 64%.				
According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."	According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."	Based on survey results, students reporting that CCUSD schools provide a physically safe environment will increase from 78% to 80%.				
According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."	According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."	Based on survey results, students reporting that CCUSD schools provide an environment which cultivates emotional security will increase from 64% to 66%.				
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, 69% of the respondents agree that "CCUSD schools provide a school environment which encourages responsible decision-making."	Based on survey results, students reporting that CCUSD schools provide a school environment which encourages responsible decision-making will increase from 69% to 71%.				
According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."	According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."	Based on survey results, students reporting that CCUSD provides a school environment centered on learning will increase from 89% to 90%.				
Expenditures						
Detail		Expenditure Amount				
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	FTE
Counseling (Academic & Behavior): Targeted students required to meet with counselor(s). Students are assigned based on grade reporting and/or teacher/administrator referral.	Failed Learners, Intentional Non-Learners	Each Friday SST team will revisit examine students receiving these supports to evaluate effectiveness of interventions and make recommendations for changes. Team will consider academic and behavioral performance of students.				
Health Center – Group & Individual Counseling Students identified for individual or targeted group counseling will be referred to Health Center by counselor, teacher, administrator, SST, or school psychologist for weekly counseling.	Failed Learners, Intentional Non-Learners	At-risk counselors will communicate bi-weekly with Health Center representatives to monitor the attendance and progress of students assigned to individual and group counseling. Friday SST group will recommend changes based on progress reports from at-risk counselors.				
Hot List / Friday Student Study Teams: Students identified for periodic monitoring by administrators, counselors, and school psychologist.	Intentional Non-Learners, all subjects	Team will evaluate the effectiveness of the meetings monthly and propose changes to format or protocol to improve effectiveness.				
Parent Contact/Progress Reports: The parent(s)/guardian(s) of every student referred into the Pyramid will be contacted, provided a progress report of their child's current academic progress and area(s) of concern.	All students referred to Pyramid	Administrators will informally solicit feedback from parents about effectiveness of communication through PTSA, ELAC, and Booster Club.	Services and Operating Costs		800	
Character Counts / PVWH: Campaign to promote the attributes of the six pillars of character including respect, responsibility, caring, fairness, trustworthiness, and citizenship. Expenses include: campaign materials, banners and professional development.	Student behavior 2000	Administrators will analyze and evaluate discipline data each semester to evaluate the effectiveness of the Character Counts and PVWH programs.	Certificated		3000	
Total Expenditures for Goal 7					5800	0
Total Expenditures					133,050	181600
Total Budget					133,091	0
Remaining					41	4

Single Plan for Student Achievement

2014-2015 School Year



Culver Park High School

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of our instructional programs for all students to meet local, state and federal targets. As a result, we have adopted the following school goals, related actions, and expenditures to raise the academic performance for all students:

This plan will be considered valid upon the approval from the Culver City Unified School District's Board of Education. Upon approval, this plan will remain in place for the school year that it was approved, and it will act as an interim plan until a new plan is submitted and approved in the coming school year.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Annual Evaluation/Review

Identify each of the goals from the previous year's plan, and using student performance data, specify the progress the school has made in attaining each of these goals.

By June 2013, 75% of 12th graders will have met all graduation requirements and the remaining 25% will have a plan to complete within six months. (18/45) 40% of 12th graders graduated or completed GED by June 2013. 28 of the remaining 27 students left in June 2013 with a plan to complete at the adult school. An additional 3 (7%) completed with in 6 months. Two more completed in October 2014. 16 of the remaining 22 students attended the adult school but have not completed yet. 6 never enrolled in the adult school.

Goal 2

By June 2014, 100% of students will be able to write an essay that meets rubric criteria. A writing rubric was not fully developed.

Goal 3

By June 2014, all students will be have passed a common assessment measuring knowledge of the 5 essential behavior skills. Teachers began to develop a schoolwide project as a common assessment; however, rolling out the project at the end of the year was not feasible.

Planned Improvements in Student Performance

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).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Rate of teachers that are credentialed in their area of instruction (currently 100%)		Rate of teachers that are credentialed in their area of instruction (currently 100%)		The rate that teachers will continue to be credentialed in their area of instruction will remain at 100%		
Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)		Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)		The rate that CCUSD students will utilize state adopted curriculum as their core instructional material will remain at 100%		
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)		CPHS facilities rated in "good" repair status in all areas of Repair Status based on the 2013-2014 School Accountability Report Card.		CPHS facilities rated in "good" repair status in all areas of Repair Status based on the 2013-2014 School Accountability Report Card.		
Expenditures						
Detail						
Action	Indicator	Monitoring	Type of Expenditure	Expenditure Amount		
				S.A.	L.C.F.F.	Total
Provide teachers with additional ELA CCSS PD to imbed across disciplines	ELA standards critical to student success	Attendance at PD Log of revised student activities that imbed CCSS	Certificated			
Develop & administer standardized writing rubrics	Many students scoring low on CAHSEE Writing strand	Standardization of Writing Rubrics used by all staff in all subjects	Certificated			
Work with custodians, MOT and Business Services to execute building maintenance in accordance with the Facility Master Plan	Annual progress on the FMP	Principal will conduct monthly walk-thru and communicate findings to MOT director	Classified			250
Improve technology access and use for teachers and students.	Not all teachers have computers, few student computers per class, inconsistent Internet access.	IT service logs	Books and Supplies			2000
Total Expenditures for Goal 1					0	2250
Total Expenditures					3830	5750
Total Budget					3,830	5,831
Remaining						81

Planned Improvements in Student Performance

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).

Identified District Metric	Identified Site Metric	What will be different/improved for students?
Percentage of teachers that participate in PLC focused on student learning (currently 91%).	Percentage of teachers that participate in PLC focused on student learning (districtwide currently 91%).	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%.
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 in order to enhance collaboration (districtwide currently 53%).	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 83%.
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 provided regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards (districtwide currently 42%).	The percentage of 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%.
Percentage of staff that are trained on the effective use of technology (currently 31%).	Percentage of staff that are trained on the effective use of technology (districtwide currently 31%).	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%.

Expenditures

Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Fiscal
Principal continue to participate in Principal PLC and PD to increase instructional leader capacity		Attendance	Certificated			
LT continue PLC PD with Matos & Muhammad	Systemic targeted intervention	Attendance	Certificated			
Teachers will continue to work as a PLC to identify essential standards, and analyze student products to evaluate progress and identify need for interventions, develop formative assessments - all subjects	Essential standards & common formative assessments are not in place for each course	Essential standards & assessments binder	Certificated		1000	
Revise course contracts, assessments and activities	Course contracts, instructional activities and delivery models are not explicitly aligned to CCSS	Revised contracts	Certificated			
Total Expenditures for Goal 2					0	1000
Total Expenditures					3830	5750
Total Budget					3,830	5,831
Remaining						81

Planned Improvements in Student Performance

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).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
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 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%).		The percentage of students that will have access to courses which prepare them for college and career readiness will remain at 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 complete courses which prepare them for the transition to college and career readiness as shown in course descriptions and published student pathways (currently 41%).		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%		
Percentage of students that graduate (currently 91%).		Percentage of students that graduate (currently 40%).		The percentage of students that will graduate will increase from 40% to 60%.		
Expenditures						
Detail						
Action	Indicator	Monitoring	Type of Expenditure	Expenditure Amount		
				S.A.	LCFF	Title I
Provide students opportunities to take classes in iAcademy, independent study, adult school, ROP, and at CCHS.	Staff not HQ in all areas (languages, PE, advanced math)	Enrollment #s Completion #s Transcripts	Certificated			
Implement 6 period quarter system	Most student are behind 10 classes or more due to fails	Course completion Transcript	Certificated			
Total Expenditures for Goal 3				0	0	0
Total Expenditures				3830	5750	0
Total Budget				3,830	5,831	0
Remaining					81	

Planned Improvements in Student Performance

Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).						
Identified District Metric	Identified Site Metric	What will be different/improved for students?				
Percentage of students completing a-g (currently 41%)	N/A	N/A				
Percentage of students graduating (currently 91%)	Percentage of students graduating (currently 40%)	The percentage of students that will graduate will increase from 40% to 60%.				
EL Reclassification rate (currently 19.7%)	N/A	N/A				
Students earning a 3 or better on the Advanced Placement exams (currently 76%)	N/A	N/A				
Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)	N/A	N/A				
Percentage of students "Proficient" in math based on state testing (currently 74%)	N/A	N/A				
Percentage of students "Proficient" in ELA based on state testing (currently 72%)	N/A	N/A				
Percentage of students "Ready for College" in math based on the EAP (currently 34%)	N/A	N/A				
Percentage of students "Proficient" on district common assessments of essential standards (no current data)	Percentage of students "Proficient" on district common assessments of essential standards (no current data)	The percentage of students "Proficient" on district common assessments of essential standards baseline data will be determined.				
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Targeted intervention to recover credits	Most students are behind 10 classes or more Low graduation rate	Transcripts Credit logs	Certificated			
Targeted intervention to remediate foundational skills a)Administer diagnostic tests for reading, math, and writing (STAR Reading/Math Assessment) b)Provide intervention during 5th and/or 6th period based on results	No statistically significant diagnostic data to determine foundational intervention areas. Anecdotally, students struggling in English and/math & previous failing grades many failed Algebra at least once	Assessment results/reports	Certificated	2850		
Quarter system & 6 period for intervention & enrichment	Most students are behind 10 classes due to fails	Enrollment #s Completion #s	Certificated			
Accreditation process for WASC	Required progress update	Term granted	Certificated	980		
Total Expenditures for Goal 4				3830	0	0
Total Expenditures				3830	5750	0
Total Budget				3,830	5,831	0
Remaining					81	0

Planned Improvements in Student Performance

Goal 5: Engage, inform, and educate all stakeholders (Engagement)						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
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.)		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.)		Survey results on the district's efforts to seek parent input for decisions and parent participation will increase from 59% to 61%		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Host quarterly parent nights	Parent comments regarding student status as, "I didn't know"	Parent pre/post surveys	Certificated			
			Classified			
Redesign CPHS website to provide current and changing information similar to other district schools	Current website is stagnant	Attendance	Services and Operating Costs		1000	
Create share folder and docs accessible by teachers	Teachers don't have access to "up-to-the-moment" student course status	At monthly staff meetings, discuss items in share folders	Certificated			
Total Expenditures for Goal 5				0	1000	0
Total Expenditures				3830	5750	0
Total Budget				3,830	5,831	0
Remaining					81	0

Planned Improvements in Student Performance

Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).						
Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Percentage of student engagement based on stakeholder surveys (currently 81%)		Percentage of student engagement based on stakeholder surveys (districtwide currently 81%)		Percentage of student engagement based on stakeholder surveys increase from 81% to 82%		
School attendance rate (currently 98.24%)		School attendance rate (currently 87.99%)		The Culver Park High School attendance rate will increase from 87.99% to 93%		
EL Reclassification rate (currently 19.7%)		N/A		N/A		
Chronic absenteeism of 3.41%		Chronic absenteeism of 23.88%		The Culver Park High School absenteeism rate will decrease from 23.8% to 15%		
Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%		Culver Park High School annual adjusted grade 9-12 dropout rate of 60%		The Culver Park High School annual adjusted Grade 9-12 dropout rate will decrease from 60% to 40%		
High school graduation rate 91%		High school graduation rate 88.6%		High school graduation rate increase from 91% to 92%		
Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
TOSA – gifts advisor connects students to service learning and other partnerships opportunities that build on the student's strength and interest	Grad requirement 60 SL hours Most students enter CP with 0	Transcript log	Certificated			
Increase partnership opportunities	# of student participating in 13-14 per partner requirement (k9 only 6-8) creates limited access	Attendance completion Level 2 participation	Services and Operating Costs			
Total Expenditures for Goal 6				0	0	0
Total Expenditures				3830	5760	0
Total Budget				3,830	5,831	0
Remaining					81	0

Goal 7: Provide a school environment which establishes physical and cultivates emotional security, facilitates responsible decision making, and ensures learning (Engagement).							
Identified District Metric	Identified Site Metric	What will be different/improved for students?					
Student Suspension rate (currently 2% districtwide)	CPHS Student Suspension rate 0%	Maintain a 0% suspension rate					
Student Expulsion rate (currently 3 students districtwide or .04%)	Student Expulsion rate 0%	Maintain a 0% expulsion rate					
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, 71% of CCHS students felt safe or very safe at school.	Based on survey results, students reporting feeling safe will increase from 71% to 73%.					
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."	The California Health Kids Survey showed that, 63% of CCHS 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."	Based on survey results, students reporting that there is a teacher or some other adult who really cares about them will increase from 62% to 64%.					
According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."	According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."	Based on survey results, students reporting that CCUSD schools provide a physically safe environment will increase from 78% to 80%.					
According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."	According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."	Based on survey results, students reporting that CCUSD schools provide an environment which cultivates emotional security will increase from 64% to 66%.					
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, 69% of the respondents agree that "CCUSD schools provide a school environment which encourages responsible decision-making."	Based on survey results, students reporting that CCUSD schools provide a school environment which encourages responsible decision-making will increase from 69% to 71%.					
According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."	According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."	Based on survey results, students reporting that CCUSD provides a school environment centered on learning will increase from 89% to 90%.					
Expenditures							
Detail				Expenditure Amount			
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I	
Student behavior expectations a) Staff-review & add consequences b) Students-review & provide input c) Modify & inform parents d) Enforce	Increased infraction of school rules New unacceptable behaviors	Cell log Aeries Attendance logs Student infraction file	Certificated				
Increase staff presence at nutrition & lunch Conduct tardy sweeps	Increased infractions & unacceptable behaviors. Tardies within 5 & 10 minutes	Student infraction file Attendance/tardy logs	Certificated				
Develop and implement Diploma+ program - A. Madrid & E. Vines	low number of students going directly to college or getting a job after graduation	Attendance at college/job fairs Student Diploma+plan (doc) Enrolled in college, Job	Certificated		1500		
Health Center Groups	Non engaged students so far i.e., haven't participated in any other activities	Attendance at group increased participation in school activities	Services and Operating Costs				
Update emergency plan	Change in facilities	Plan Drill schedule Drill debrief notes	Classified				
Total Expenditures for Goal 7					0	1500	0
Total Expenditures					0	5750	0
Total Budget					3,830	5,831	0
Remaining					3,830	81	0

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

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the ELAC.
- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on; _____

Veronica Montes _____
 Typed Name of Principal Signature of Principal Date

_____ _____
 Typed Name of SSC Chairperson Signature of SSC Chairperson Date

Site Council Membership				
Name	Principal (1)	Teacher (1)	Other Staff (1)	Parent / Student (3)
Veronica Montes	X			
Stephanie Bentsvi		X		
Ruth Morris			X	
Ya'elle Wright				X
Kadeem McPherson				X
Angela Dybom				X

BOARD REPORT

9.7 Student Teacher Agreement Between Culver City Unified School District and Pepperdine University, Graduate School of Education and Psychology

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

RECOMMENDED MOTION: Authorize the Superintendent to enter into an agreement on behalf of Culver City Unified School District with Pepperdine University, Graduate School of Education and Psychology effective January 5, 2015 through July 31, 2019.

Moved by:

Seconded by:

Vote:

DIRECTED TEACHING AGREEMENT

This Agreement is made between Pepperdine University ("Pepperdine") on behalf of Pepperdine Teacher Preparation Programs and the hereinafter mentioned school district ("District"). It is the parties' intent that this agreement is a cooperative agreement for the benefit of the public and that entering into this agreement does not trigger any compliance or reporting obligation on the part of Pepperdine. This agreement does not in any way enlarge the University's obligations under federal or state law regulation.

- RECITALSA. Pepperdine has established an approved program (the "Program") of directed teaching for training education students of the University;
- B. Directed teaching experiences are a required and Integral part of the Program;
 - C. Pepperdine desires the cooperation of Culver City Unified in the training of students through the directed teaching experiences, which will provide a benefit to the public; and
 - D. Pursuant to the provisions of Section 44320 of the California Education Code, the governing board of a District is authorized to enter into agreements with any university or college accredited by the State Board of Education as a teacher education institution, to provide teaching experience through directed teaching to students enrolled in teacher education curricula of such institution; and
 - E. Any such agreement may provide for the payment in money or services for the services rendered by the District in an amount not to exceed the actual cost to the District of the services rendered by the District.

Now, therefore, it is mutually agreed between the parties hereto as follows:

SPECIAL PROVISIONS

DATE: 12/4/15

PARTIES: Pepperdine University and Culver City Unified

TERM: From January 5, 2015 to July 31, 2019.

CONTRACT SERVICES: Not to exceed three Clinical Experiences per year, per mentor.

RATE AND AMOUNT: \$150 Master Teaching Stipend per student, per session of Clinical Observation of student by Master Teacher. \$150 Master Teaching Stipend per student teacher, per session of directed mentoring for Clinical Experience.

METHOD OF PAYMENT: Check one.

Stipend is to be paid directly to the District.

Stipend is to be paid directly to the Master Teacher.

GENERAL TERMS

1. Directed Teaching

Directed Teaching Agreement – 8/2014

- A. The District shall provide teaching experience through directed teaching in schools and classes of the District, not to exceed the number of directed teaching assignments. Such directed teaching shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and Pepperdine through their duly authorized representatives may agree upon.
- B. The District may, for good cause, refuse to accept for directed teaching any student of Pepperdine assigned to directed teaching in the District. In such event, Pepperdine shall terminate the assignment of such student to the directed teaching program in the District.
- C. The term "directed teaching" as used herein and elsewhere in this Agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District who hold valid clear teaching credentials issued by the California Commission on Teacher Credentialing authorizing them to serve as classroom teachers in the schools or classes in which the direct teaching is provided, and who have completed a minimum of three years successful teaching experience.
- D. Pepperdine student teachers without emergency or substitute credentials may not be asked by the school districts to serve and be paid for substitute teaching. Such students are not regarded as properly certified and require full-time supervision. Those holding substitute or emergency credentials may substitute only for their master teacher when s/he is out ill; when it is determined by the principal that such substitution is in the best interest of the student teacher and the students in the classroom; only after the first four weeks of that student's first student teaching assignment; the student teacher is paid by the District; and the number of days is kept to a minimum.
- E. Pepperdine will pay for the performance by the District of all services required to be performed by the District under this Agreement at the aforesaid rates for each session of part-time directed teaching or full-time directed teaching provided by the District pursuant to this Agreement.
- F. The term "session of directed teaching" as used herein and elsewhere in this Agreement is considered to be a full day of directed teaching for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidates receive four (4) semester units of practice teaching credit) and six (6) periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidates receive four (4) semester units of practice teaching credit). The credential candidate must complete two (2) sessions for a minimum total of sixteen (16) weeks.
- G. An assignment of a Pepperdine student to directed teaching in classes of schools of the District shall be for one (1), two (2), or three (3) sessions as mutually agreed between Pepperdine and the District.
- H. An assignment of a Pepperdine student to directed teaching in the District shall be deemed to be effective for the purposes of this Agreement as of the date the student presents to the proper authorities of the District the assignment papers or other

documents provided by Pepperdine affecting such assignment, but no earlier than the date of such assignment as shown on such card or other documents.

- I. In the event the assignment of a Pepperdine student to directed teaching is terminated by Pepperdine for any reason after the student has been in directed teaching and has been at the assignment for a minimum of two weeks, the District shall receive payment for the assignment on account of such student as though there had been no termination of the assignment. Said payment not to exceed \$150 per student per session of terminated assignment.
- J. If applicable, within a reasonable time following the close of each session of Pepperdine, the District shall submit an invoice in triplicate, to Pepperdine for payment, at \$150 per student, per term, for all directed teaching provided by the District under and in accordance with this Agreement during said session. This process may be altered in writing according to individual district procedures as to how the invoicing will proceed.
- K. Notwithstanding any other provision of this Agreement, Pepperdine shall not be obligated by this Agreement to pay the District any amount in excess of the total sum.
- L. In accordance with California Education Code Section 44320(b), each credential candidate, prior to assignment to District, must obtain at his or her sole expense a "Certificate of Clearance", which includes a complete Live Scan Service. The University will ensure that students receive a Certificate prior to beginning their assignment in the district.
- M. In accordance with California Education Code Section 49406, each credential candidate prior to assignment to District must obtain at his or her sole expense an examination, by a licensed physician or surgeon within the past 60 days to determine that he or she is free of active tuberculosis, or provide a current certificate that shows s/he is free of communicable tuberculosis prior to beginning their assignment in the District.

1. Minimum Insurance Requirements

- A. District. The District shall maintain insurance in full force and effect, at its sole expense, the following minimum insurance coverage or comparable program of self-insurance:
 - i. Commercial General Liability (Minimum Requirement):
\$1,000,000 Combined Single Limit
 - ii. Coverage:
Premises/Operations
Liability Medical Payments
Liability
Personal Injury Liability
 - iii. The District shall maintain in full force and effect, at its sole expense, Workers' Compensation and Employers Liability Insurance in a form and amount covering District's full liability under the Workers' Compensation Insurance and Safety Act of the State of California as amended from time to time. Coverage:

1. Statutory limits per State of California

2. Employers Liability
\$1,000,000 Each Accident
\$1,000,000 Each Employee

District shall provide University with 30 days written notice before cancellation, or any reduction or material change in coverage.

B. University shall maintain insurance in full force and effect, at its sole expense:

i. Commercial General Liability (Minimum Requirement):
\$2,000,000 General Aggregate
\$1,000,000 Combined Single Limits

ii. Coverage:
Premises/Operations Liability Medical
Payments Liability Contractual Liability
Personal Injury Liability
Independent Contractors

iii. The University will maintain in full force and effect, at its sole expense Workers' Compensation and Employers Liability Insurance in a form and amount covering University's full liability under the Workers' Compensation Insurance and Safety Act of the State of California as amended from time to time. Coverage:

1. Statutory limits per State of California

2. Employers Liability
\$1,000,000 Each Accident
\$1,000,000 Each Employee

A certificate of general liability insurance with the District named as an additional insured shall be provided by Pepperdine University' Insurance and Risk Department to the District 30 days in advance of the commencement of this agreement.

The District will require 30 days written notice before cancellation, or any reduction or material change in coverage.

3. Indemnity

District shall defend, indemnify and hold Pepperdine, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the District, its officers, agents, or employees.

Pepperdine shall defend, indemnify and hold the District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Pepperdine, its officers, agents or employees.

Fingerprinting

University shall be responsible for running and clearing student's fingerprints through the California Commission on Teacher Credentialing Live Scan process pursuant to California Education Code § 451251.1

TB Testing

University shall provide District with proof of negative TB test for students' participating in the experience at the District.

4. Miscellaneous

- A. Termination. Either party may terminate this Agreement with or without cause by providing written notice to the other party. Termination will be effective at the end of the school year during which the notice is issued. The notice required under this paragraph shall be sent by registered mail.
- B. Any notice required to be given pursuant to this Agreement shall be in writing and shall be served by personal service or first class mail. When served by first class mail, service shall be conclusively deemed effective three (3) days after deposit thereof in the United States mail, postage prepaid, addressed to the party to whom such notice is to be given as herein provided:

Notice to Pepperdine:

Pepperdine University
Graduate School of Education and Psychology
6100 Center Drive, 5th Floor
Los Angeles, CA 90045
ATTN: Teacher Preparation Program Director

Notice to District:

[INSERT District Representative Name and Address]

- C. District and Pepperdine agree that neither will unlawfully discriminate against any individual on the basis of age, sex, race, creed, color, religious belief, national origin, and disability, status as a disabled veteran, or veteran of the Vietnam era.
- D. Neither party shall use the other's name or any corporate or business name which is reasonably likely to suggest that the two are related without first obtaining the written consent of the other party.

BOARD REPORT

12/9/14

10.1

10.1 American Citizenship Awards

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

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

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

12/9/14
10.2

BOARD REPORT

10.2 CCUSD – Power of Us Recognition

Success for All Takes US ALL! This monthly agenda item will focus on celebrating staff, students, community members and partners whose efforts model our deep belief in all students and represent our commitment to working together to ensure all children learn at high levels.

BOARD REPORT

12/9/14

10.3

10.3 Spotlight on Education – El Rincon School

Mr. Reginald Brunson, Principal, will share some highlights of El Rincon School, emphasizing the work the school is doing in PLCs, science, and report cards.

12.1 2014-15 First Interim Report and LCAP Update

In addition to other fiscal requirements, AB 1200 and AB 2756 legislation was enacted to insure full public disclosure of a public school district's financial position in the current and future years. The purpose of the interim reports, as required under AB 1200 and AB 2756, is to establish a procedure for the Board of Education, the public and other interested agencies to receive information regarding the financial condition of an entity during periodic intervals of the fiscal year.

The First Interim Report for the 2014-2015 fiscal year is provided under separate cover.



CCUSD

2014-15 First Interim and LCAP Update

Presented by

Sean Kearney

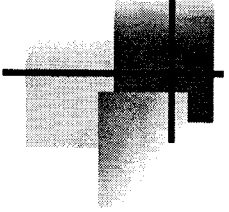
Director, Fiscal Services

And

Kati Krumpe

Assistant Superintendent, Educational
Services

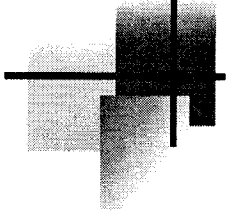
December 9, 2014



LCAP Update

Harnessing a New Model

- Structure
- Implementation
- Next Steps



LCAP Update

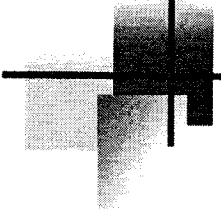
Harnessing a New Model

- The beginning:
 - **LCAP alignment** with the Single Plan for Student Achievement
 - Strong **coordination** with business services
 - **Structural** decisions for clear communication (compliant and compelling)

LCAP Update

Harnessing a New Model

- Currently:
 - Focusing on **implementation**
 - **Hopeful** in having student need drive conversations and decisions about resources
 - **Elementary counselor**
 - **College and Career emphasis**
 - **Parent education**
 - Strategizing around the new supplemental **flexibility**



LCAP Update

Harnessing a New Model

- Next Steps
 - Continued **implementation**
 - Coordination and collecting of **data and metrics**
 - Design structure and timeline for **revisions** including the writing of the 2014-2016 plan


2014-15 Net Decrease/Increase in Fund Balance

- June 24 Adopted Budget – \$386,568
- Dec. 9 First Interim – \$618,561*

*Increase in fund balance is mainly due to the one-time receipt of Backlogged Mandated Costs Reimbursement (\$431,776)

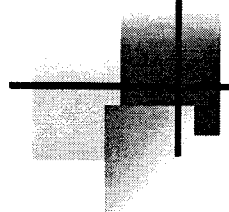
2014-15 Ending Balances GF- Unrestricted

- June 24 Adopted Budget – \$13,429,925
Undesignated
- Dec. 9 First Interim – \$14,416,672
Undesignated
- Positive Change \$986,747



Adopted Budget vs. First Interim Notable Differences – General Fund

- **Revenue:**
 - Increase in LCFF funding (\$257,066)
 - One-Time Mandated Costs Reimbursement (\$431,776)
 - Decrease in Federal Funding (MediCal)
 - Increase in Local Revenue (Cal Recycle & Microsoft Voucher)
- **Expenditures:**
 - Increase in salaries due to 3.0% salary schedule increase (ACE & MACCS)
 - Increase in Equipment and Supplies (Cal Recycle & Microsoft Voucher)
 - Decrease in Employee Benefits (H&W & STRS)
 - Decrease in Services & Other Operating (Special Ed.)



Multi-Year Projection

- Loss of Parcel Tax in FY 15-16 (-\$1.2 million)
- ELA textbook adoption in FY 15-16 (\$1.2 million)
- STRS and PERS employer contribution increases in FY 15-16 and 16-17
- 3.6% salary schedule increase across all bargaining units
- Continued implementation of Common Core Standards (materials, technology, professional development)

Section 2: Goals and Progress Indicators

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).

Identified Need:

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:

- Credentialing information
- CalPads
- Facilities Master Plan
- Williams reports
- School Accountability Report Cards
- Community Input

Identified Metric:

- Rate of teachers that are credentialed in their area of instruction (currently 100%)
- Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)
- 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)

What will be different/improved for students in 2014-15?

- 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%.

A. Annual Actions

Actions and Services: 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 processes 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Teacher Recruitment	\$2,000	\$0	Base	Develop and implement a recruitment processes to find and attract high quality teachers.
Beginning Teacher Support Staff	\$140,000	\$18,903	Base	Develop a retention process for new teachers through professional development and support.
Beginning Teacher Support Program	\$22,000	\$2,201	Base	Expenditures to cover materials, supplies, substitutes, professional development and professional development costs
Action/Service Total:	\$164,000	\$21,104		

Actions and Services: 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.				
Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Math Text Book Adoption	\$420,000	\$0	Base / Reserves	*Year 1 Select and purchase math materials. *Year 2 Purchase consumables. *Year 3 Purchase math consumables. (costs include materials for the language immersion programs)
ELA Textbook Adoption	\$0	\$0	Base / Reserves	*Year 2 Select and purchase ELA materials. *Year 3 Purchase consumables. (costs include materials for the language immersion programs)
Science Textbook Adoption	\$0	\$0	Base / Reserves	Year 3 Select and purchase Science materials. (costs include materials for the language immersion programs)
Action/Service Total:	\$420,000	\$0		

Actions and Services: With the assistance from technology from 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 • Year 1: Design a technology program that will allow students to access standards aligned curriculum. *Year 2: Implement the technology program that will allow students to access standards aligned curriculum. *Year 3: Review and revise the technology program that will allow students to access standards aligned curriculum.				
Expenditures	Year 1 2014-2015	Spent to Date 2014-2014	Funding Source	Note
Technology Specialist	\$100,360	\$34,964	Base	Hire and employ a technology specialist
Professional Development	\$50,000	\$21,209	Title II	Provide stipends and support to teachers and instructional assistants.
Learning Management System	\$30,000	\$37,650	Base	Develop a Learning management System
Keyboarding Program	\$10,000	\$0	Base	A technology committee composed of teachers and computer lab instructional assistants will evaluate, choose and implement a district-wide keyboarding program.
Technology Plan	\$5,000	\$0	Base	The district will develop a committee of classified and certificate staff to revise and implement the technology plan.
Action/Service Total:	\$195,360	\$93,823		

Actions and Services: The district will maintain a staff of properly credentialed teachers and administrators.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Certificated Staff	\$35,290,209	\$10,110,511	Base	Cost of district certificated staff including benefits.
Action/Service Total:	\$35,290,209	\$10,110,511		

Actions and Services: 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Additional Custodians	\$105,000	\$29,221	Base	Sites will be provided with additional custodial hours.
Action/Service Total:	\$105,000	\$29,221		

Actions and Services: 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-15	Funding Source	Note
Maintenance and Operations	\$0	\$0	Base	No additional expenditures will be incurred as these costs are part of the district's ongoing operational costs.
Action/Service Total:				

B. Additional Annual Actions

Actions and Services: 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.

Student Group(s): Low income pupils; English learners

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Supplemental Materials	\$0	\$0	LCFF Supplemental	Provide supplemental materials and supplies. (Costs accounted for in Goal 4 Pupil Outcomes)
ELA Intervention Materials	\$25,000	\$0	LCFF Supplemental	Intervention materials to be used at the elementary sites to address reading deficiencies.
Intervention Reading Library	\$40,000	\$667	LCFF Supplemental	Reading libraries will be purchased for use with the ELA reading interventions.
Reading Coach Stipends	\$3,500	\$0	LCFF Supplemental	Provide stipends for teachers taking on the additional role of reading coaches.
Action/Service Total:	\$68,500	\$667		

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).

Identified Need:

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:

- Staff feedback (Educational Effectiveness Survey for teachers)
- Community feedback (CCUSD created surveys and LCAP conversations for all stakeholders)
- Educational Services team and site administration PLCs.

Identified Metric:

- 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%).

What will be different/improved for students in 2014-15?

- 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 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%.
- 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%.

A. Annual Actions

Actions and Services: 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.

Expenditures	Year 1 2014-2015	Spent to Date 2015-2016	Funding Source	Note
Substitute Costs	\$60,000	\$18,600	Base	Substitutes will be provided for teacher release time.
Contracted Services	\$54,000	\$26,880	Base	Provide ongoing training for PLC leadership
Extra Assignment	\$11,000	\$0	Base	Provide staff with additional assignment hours as needed for school leadership teams professional development.
Materials and Supplies	\$2,000	\$0	Base	Provide materials and supplies as needed to implement PLC leadership team professional development.
Action/Service Total:	\$127,000	\$45,480		

Actions and Services: 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Professional Learning Communities	\$0	\$0	Base	Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.
Action/Service Total:	\$0	\$0		

Actions and Services: 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 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Materials Adoption P.D.	\$40,000	\$0	Common Core year 1 - Title II year 2 and 3	Implement professional development on new materials adopted for ELA and math.
Action/Service Total:	\$40,000	\$0		

Actions and Services: 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Materials Adoption P. D.	\$10,000	\$0	Common Core year 1 - Title II year 2 and 3	Implement professional development on new materials adopted for Next Generation Science Standards
Instructional Assistant	\$12,700	\$3,353	Base	Implementation of NGSS through STEM at El Rincon
Action/Service Total:	\$22,700	\$3,353		

Actions and Services: 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Materials Adoption P. D.	\$10,000	\$0	Common Core year 1 - Title II year 2 and 3	Implement professional development on new materials adopted for new ELD standards
Action/Service Total:	\$10,000	\$0		

B. Additional Annual Actions

Actions and Services: 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.

Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils				
Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Educational Specialists	\$320,000	\$87,965	LCFF Supplemental	Provide educational specialists to develop and provide professional development to enhance instruction.
Reading Intervention Materials	\$20,000	\$0	LCFF Supplemental	Materials required to perform professional development
Reading Intervention PD	\$30,000	\$0	LCFF Supplemental	Substitutes for teachers and instructional assistants for release time and extra assignment hours as needed.
Phase II Reading Intervention Materials	\$5,000	\$0	LCFF Supplemental	Provide materials required for advanced training in ELA reading intervention.
Phase II Reading Intervention PD	\$15,000	\$0	LCFF Supplemental	Substitutes for teachers and instructional assistants for release time and extra assignment hours as needed.
Action/Service Total:	\$390,000	\$87,965		

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)

Identified Need:

CCUSD has analyzed data and determined that all students have access to courses to prepare them to be college and career ready. Although students have access, not all students are enrolled or completing the required coursework to be college and career ready. Information was gathered using:

- Enrollment and completion of a-g courses
- Graduation rate
- Master schedule
- Staff feedback

Identified Metric:

- 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%).

What will be different/improved for students in 2014-15?

- The percentage of students that will have access to courses which prepare them for college and career readiness will remain at 100%.
- 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%.

A. Annual Actions

Actions and Services: 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Professional Learning Communities	\$0	\$0	Base	Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.
Action/Service Total:	\$0	\$0		

Actions and Services: 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Pathway Development	\$6,500	\$0	Common Core and Title II	The district will provide subs for release time to leadership teams and/or additional extra assignment hours to assess pathways.
Action/Service Total:	\$6,500	\$0		

Actions and Services: 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Professional Learning Communities	\$0	\$0	Base	Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.
Action/Service Total:	\$0	\$0		

Actions and Services: CCUSD will provide equitable access to arts education for all students in a sequential, articulated program that includes visual art, dance, music, theater, and media arts per district art matrix.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Music Teacher	\$55,000	\$16,555	Base	Employ a K - 12 music teacher to implement and enhance music throughout the district.
Visual Arts K-8	\$30,000	\$0	Base and Donations	Expand the K-8 visual arts programs throughout the district. Funding provided through general fund (\$2,000 per site) and donations (\$3,000 per site).
Action/Service Total:	\$55,000	\$16,555		

Actions and Services: Sites will disaggregate data and ensure open access to a-g, Advanced Placement, honors, and the Arts Integration Program classes for all students.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Professional Learning Communities	\$0	\$0	Base	Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.
Action/Service Total:	\$0	\$0		

B. Additional Annual Actions

Actions and Services: CCUSD will utilize 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.

Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils				
Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Professional Development for Teachers	\$0	\$0	LCFF Supplemental	Professional Development for Teachers - Cost accounted for in Goal 4 - Pupil Outcomes
Action/Service Total:	\$0	\$0		

Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).

Identified Need:

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:

- 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
- Identified Metric:**
- Percentage of students completing a-g (currently 41%)
 - Percentage of students graduating (currently 91%)
 - Percentage of English Language Learners (EL) progressing toward English Proficiency (currently 63%)
 - EL Reclassification rate (currently 18%)
 - 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)

What will be different/improved for students in 2014-15?

- 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 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%.
- 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.

A. Annual Actions

Actions and Services: 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Student Achievement School Allocation	\$425,000	\$77,177	Base	Each site will develop their Single Plan for Student Achievement to specify how funding will be allocated to meet this Action.
Professional Learning Communities	\$0	\$0	Base	Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.
Action/Service Total:	\$425,000	\$77,177		

Actions and Services: 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, GATE, etc.) *Year 2 & 3: Review data and continue to implement a comprehensive professional development program based on results.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Instructional Specialists	\$206,500	\$64,425	Common Core, Base and Title II	Instructional Specialists will be utilized to design and implement a district wide professional development program for teachers and instructional assistants.
Arts Integration Program (AIP)	\$10,000	\$0	Base	Funding for the Los Angeles Music Center AIP program for grades 2-5 at all elementary sites.
Action/Service Total:	\$216,500	\$64,425		

Actions and Services: 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Instructional Coaching	\$83,612	\$26,881	Base	.5 FTE teacher for CCMS and .5 FTE teacher for CCHS
Action/Service Total:	\$83,612	\$26,881		

Actions and Services: Expand the math professional development through the ART of TEACHING at the elementary sites. *Year 1, 2, & 3: Increase the number of sites, teachers and mentors participating in the ART of TEACHING with the use of Cognitive Guided Instruction (CGI.)

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Substitutes	\$10,000	\$12,204	Base	Provide subs for release time to train additional teachers in the ART of TEACHING.
Action/Service Total:	\$10,000	\$12,204		

Actions and Services: Continue to train our administrators and teacher leaders to become experts in data analysis (e.g. School City, Aeries, etc.)

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
SchoolCity STARS Software	\$39,000	\$26,694	Base	Utilize SchoolCity to assist staff with data analysis
Action/Service Total:	\$39,000	\$26,694		

Actions and Services: CCUSD will continue to provide targeted feedback to students using standards based assessments. Years 1, 2, & 3: Provide students with timely feedback based on assessment results. • Rubrics • Learning targets

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Professional Learning Communities	\$0	\$0	Base	Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.
Action/Service Total:	\$0	\$0		

Actions and Services: 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 and address their needs to ensure success.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
PLC	\$0	\$0	Base	Refer back to Goal 2 for expenditures
Action/Service Total:	\$0	\$0		

Actions and Services: 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-15	Funding Source	Note
Professional Learning Communities	\$0	\$0	Base	Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.
Additional Support	\$62,100	\$4,301	Base	Additional support will be provided through a .5 FTE teacher to each Title I site.
Action/Service Total:	\$62,100	\$4,301		

Actions and Services: 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Physical Education PLC	\$0	\$0	Base	Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.
Action/Service Total:	\$0	\$0		

Actions and Services: CCUSD will provide students with Linked to Learning opportunities (connecting 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
CTE Programs	\$23,000	\$3,296	Perkins	Funding will continue to be allocated to implement and improve CTE programs.
ROP Programs	\$0	\$0	Los Angeles County ROP	ROP programs will continue to be implemented.
Action/Service Total:	\$23,000	\$3,296		

Actions and Services: 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.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Partnerships	\$0	\$0	Base	Sites will work with the community to develop partnerships. No expenditures required.
Action/Service Total:	\$0	\$0		

Actions and Services: Increase enrollment in AVID and expand the use of AVID strategies schoolwide at secondary sites. *Year 1, 2, & 3: Continue to expand the AVID programs at the secondary sites.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
AVID dues	\$7,000	\$525	Base	Site membership costs
Action/Service Total:	\$7,000	\$525		

Actions and Services: CCUSD will continue to provide students with the opportunity to become fluent in Japanese or Spanish.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Elementary Support	\$144,940	\$40,116	Base	Provide additional elementary support to include 1 FTE teacher at La Ballona and 1 FTE teacher at El Marino
CCMS Expansion	\$23,250	\$15,954	Base	Provide an additional .4 FTE teacher.
La Ballona 5th grade Immersion	\$79,760	\$22,036	Base	Expand La Ballona immersion program to 5th grade.
Secondary Articulation	\$3,000	\$0	Base	Support for expansion and alignment of secondary Dual Language Program (Spanish)
Action/Service Total:	\$250,950	\$78,106		

B. Additional Annual Actions

Actions and Services: 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.

Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Parent Education - Site Allocation	\$50,000	\$1,362	LCFF Supplemental	Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.
Professional Development - Site Allocation	\$150,000	\$3,645	LCFF Supplemental	Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.
Online Materials - Site Allocation	\$100,000	\$0	LCFF Supplemental	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	\$1,682	LCFF Supplemental	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	\$14,366	LCFF Supplemental	Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.
Technology - Site Allocation	\$50,000	\$8,540	LCFF Supplemental	Although specific mention of expenditures may be in other goal areas of the LCAP, all expenditures related to intervention support are listed here.
Instructional Assistants	\$150,000	\$43,461	LCFF Supplemental	8 positions (3.9 hours per day) to provide targeted intervention and support for students.
AVID Dues	\$7,000	\$182	LCFF Supplemental	Site membership costs
Intervention Technology	\$45,000	\$0	LCFF Supplemental	Chromebooks for use with ELA intervention programs
Intervention to Increase Students' Lexile Levels	\$15,000	\$0	LCFF Supplemental	Differentiated online instruction to improve students' reading and writing.
Math Coach	\$0	\$0	LCFF Supplemental	Elementary math coach to work with teachers
District Supported RTI	\$153,928	\$0	LCFF Supplemental	District P. D. related to RTI
Action/Service Total:	\$817,000	\$73,238		

Actions and Services: CCUSD Will continue to monitor Redesignated Fluent English Proficient students and provide intervention support.				
Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
RFEF Monitoring	\$15,000	\$0	LCFF Supplemental	Provide support to staff to assist in the monitoring of RFEF students.
RFEF Intervention	\$0	\$0	LCFF Supplemental	Addressed in other actions and services in Goal 4
Action/Service Total:	\$15,000	\$0		

Actions and Services: CCUSD will provide intervention support as needed during the summer and before and after school.				
Student Group(s): English learners; Redesignated fluent English proficient pupils				
Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Interventions Beyond the Bell	\$15,000	\$0	LCFF Supplemental	CCUSD will provide intervention support as needed during the summer and before and after school.
Project STELLAR Summer School	\$8,000	\$5,717	LCFF Supplemental	CCUSD will work in partnership with LMU to provide a summer intervention program for potential Long Term English Language Learners.
Action/Service Total:	\$23,000	\$5,717		

Actions and Services: CCUSD will ensure success for special populations in immersion classes (including special needs).				
Student Group(s): English learners; Redesignated fluent English proficient pupils				
Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Immersion Support PD	\$15,000	\$0	LCFF Supplemental	Attend a professional development conference to include collaboration that focuses on English learner and special education population support.
Action/Service Total:	\$15,000	\$0		

Goal 5: Engage, inform, and educate all stakeholders (Engagement).

Identified Need:

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:

- Stakeholder Surveys
- Input from PTA, Booster clubs, ELAC, DELAC, School Site Councils, Culver City Education Foundation, community workshops and other parent forums

Identified Metric:

- 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.)

What will be different/improved for students in 2014-15?

- 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 families to teaching and learning goals) will be at 50%

A. Annual Actions

Actions and Services: 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, flyers, surveys, meetings, newsletters).

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Parent Communication	\$0	\$0	Base	Site specific activities will be determined by the Single Plan for Student Achievement and funded from the site Student Achievement funding.
Action/Service Total:	\$0	\$0		

Actions and Services: Sites will shift from parent participation opportunities to Linked to Learning (connecting families to teaching and learning goals) for parents.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Linked to Learning	\$0	\$0	Base	Site specific activities will be determined by the Single Plan for Student Achievement and funded from the site Student Achievement funding.
Action/Service Total:	\$0	\$0		

Actions and Services: 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)

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Parent Education	\$0	\$0	Base	Site specific activities will be determined by the Single Plan for Student Achievement and funded from the site Student Achievement funding.
Action/Service Total:	\$0	\$0		

Actions and Services: Expand email system to all district employees to improve stakeholder communication

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Expansion of Email System	\$0	\$0	Base	Provide email access to all district employees
Action/Service Total:	\$0	\$0		

B. Additional Annual Actions

Actions and Services: Continue to provide parent education.

Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Staffing for Parent Education	\$0	\$0	LCFF Supplemental	Costs accounted for in Goal 4 Pupil Outcomes
Materials and Supplies	\$0	\$0	LCFF Supplemental	Costs accounted for in Goal 4 Pupil Outcomes
Action/Service Total:	\$0	\$0		

Actions and Services: Sites will continue to provide additional opportunities for families to get involved.

Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Staffing	\$0	\$0	LCFF Supplemental	Costs accounted for in Goal 4 Pupil Outcomes
Materials and Supplies	\$0	\$0	LCFF Supplemental	Costs accounted for in Goal 4 Pupil Outcomes
Action/Service Total:	\$0	\$0		

Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).

Identified Need:

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:

- Stakeholder surveys
- School attendance
- Chronic absenteeism
- Annual adjusted grade 9-12 dropout rate
- High school graduation rate

Identified Metric:

- 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 91%

What will be different/improved for students in 2014-15?

- 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%
- 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%

A. Annual Actions

Actions and Services: Sites will analyze graduation rates, dropouts, and chronic absenteeism by student to address the needs of at-risk students.

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Learning Communities	\$0	\$0	\$0	Base	Actions and Services are addressed through PLC meetings. No additional expenditures are necessary.
Action/Service Total:	\$0	\$0	\$0		

Actions and Services: 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

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Credit Recovery Programs	\$0	\$0	Base	The district will utilize existing programs at no additional costs.
Instructional Specialist	\$103,250	\$18,595	Base	The addition of an instructional specialist is required due to the expansion of these additional student support programs.
On-line Academy	\$103,250	\$24,298	Base	The creation of the iAcademy necessitates the hiring of 1 teacher.
Action/Service Total:	\$198,000	\$42,893		

Actions and Services: 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

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Director For School and Family Support Services	\$139,876	\$53,863	Base	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	\$24,103	Base	Restructuring of Pupil Services into School and Family Support Services includes the addition of Administrative Assistant For School and Family Support Services
Action/Service Total:	\$190,389	\$77,966		

Actions and Services: As CCUSD ensures that every student is connected to school, sites will continue to offer a variety of activities (Arts programs, clubs, and athletics).

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Continuing of Existing Programs	\$0	\$0	Base	The district will utilize existing programs at no additional cost.
Action/Service Total:	\$0	\$0		

Actions and Services: 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

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Intervention and Enrichment	\$0	\$0	Base	The district will utilize existing programs at no additional cost.
Action/Service Total:	\$0	\$0		

Actions and Services: Sites will ensure that every student is connected to a caring adult.

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Big Brother / Big Sister	\$0	\$0	Base	The district will partner with the Big Brother and Big Sister Programs to provide mentors for our students.
Action/Service Total:	\$0	\$0		

B. Additional Annual Actions

Actions and Services: CCUSD will expand family and student support services for foster youth by evaluating and responding to their individual needs.

Student Group(s): Foster youth				
Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Additional Support	\$1,000	\$0	LCFF Supplemental	Funding to provide basic supplies for foster youth
Action/Service Total:	\$1,000	\$0		

Actions and Services: Provide an intervention counselor for the elementary sites

Student Group(s): Low income pupils; Foster youth

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Intervention Counselor	\$60,000	\$0	LCFF Supplemental	1.0 FTE counselor.
Action/Service Total:	\$60,000	\$0		

Goal 7: Provide a school environment which establishes physical and cultivates emotional security, facilitates responsible decision making, and ensures learning (Engagement).

Identified Need:

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.

- Staff feedback
- Community feedback
- Student and staff surveys including CCUSD created surveys, California Healthy Kids Survey and the Educational Effectiveness Survey
- Student Information System

Identified Metric:

- 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 CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."
- 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."

What will be different/improved for students in 2014-15?

- 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 is a teacher or some other adult who really cares about them will increase from 62% to 64%.
- 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 will increase from 89% to 90%.

A. Annual Actions

Actions and Services: Provide a secure and safe environment through controlled access points, visible security guards, gates surveillance, PA system, etc.				
Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Professional Development	\$5,000	\$0	Base	PD for security related to school climate and safety.
Action/Service Total:	\$5,000	\$0		

Actions and Services: 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).				
Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
CERT Training	\$2,000	\$0	Base	Providing substitutes for district staff to be CERT certified
Action/Service Total:	\$2,000	\$0		

Actions and Services: Connect students to local resources to support their health and welfare. • Summer lunch program • Backpacks • Culver Closet • Etc.				
Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Expanding Resources	\$0	\$0	Base	The district will utilize existing programs at no additional cost.
Action/Service Total:	\$0	\$0		

Actions and Services: 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).

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Positive Programs	\$0	\$0	Base	The district will utilize and expand existing programs at no additional cost.
Action/Service Total:	\$0	\$0		

B. Additional Annual Actions

Actions and Services: 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.

Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils

Expenditures	Year 1 2014-2015	Spent to Date 2014-2015	Funding Source	Note
Positive Environment	\$0	\$0	Base	The district will utilize and expand existing programs at no additional cost.
Action/Service Total:	\$0	\$0		

BOARD REPORT

12/9/14

12.2

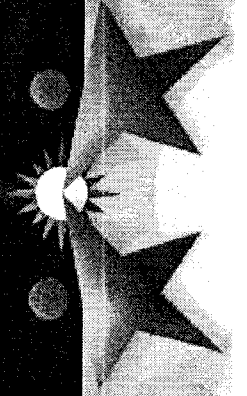
12.2 Capital Projects Status Update

Mr. Bryan Osborne of Balfour Beatty Company will provide an update on the progress of the District's numerous ongoing capital projects.

CAPITAL PROJECTS CONSTRUCTION UPDATE

CULVER CITY UNIFIED SCHOOL DISTRICT

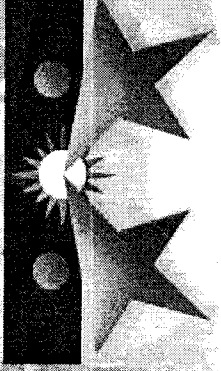
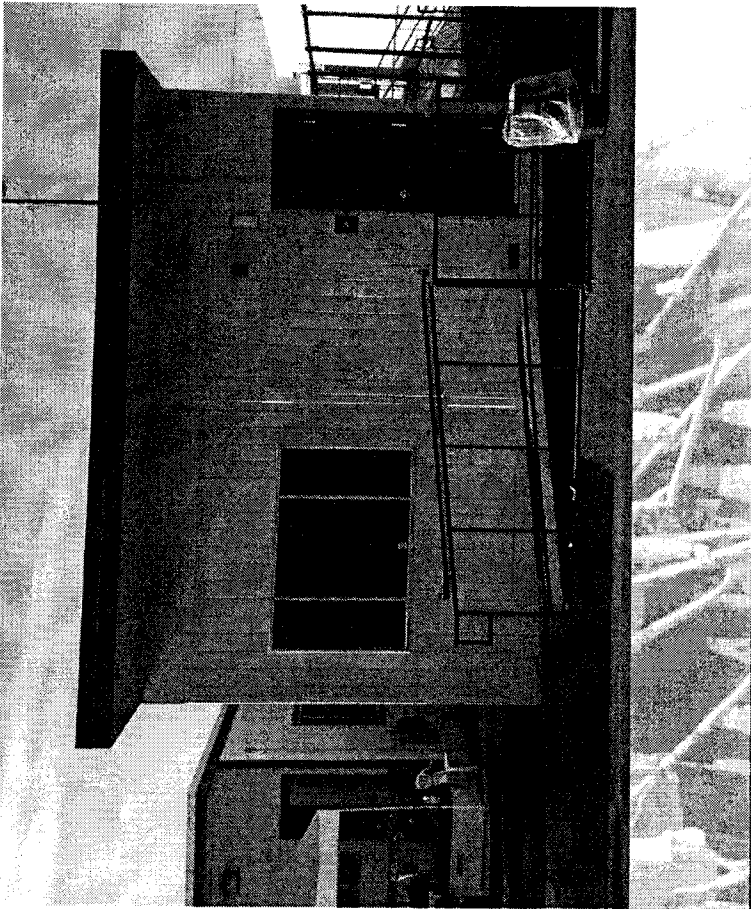
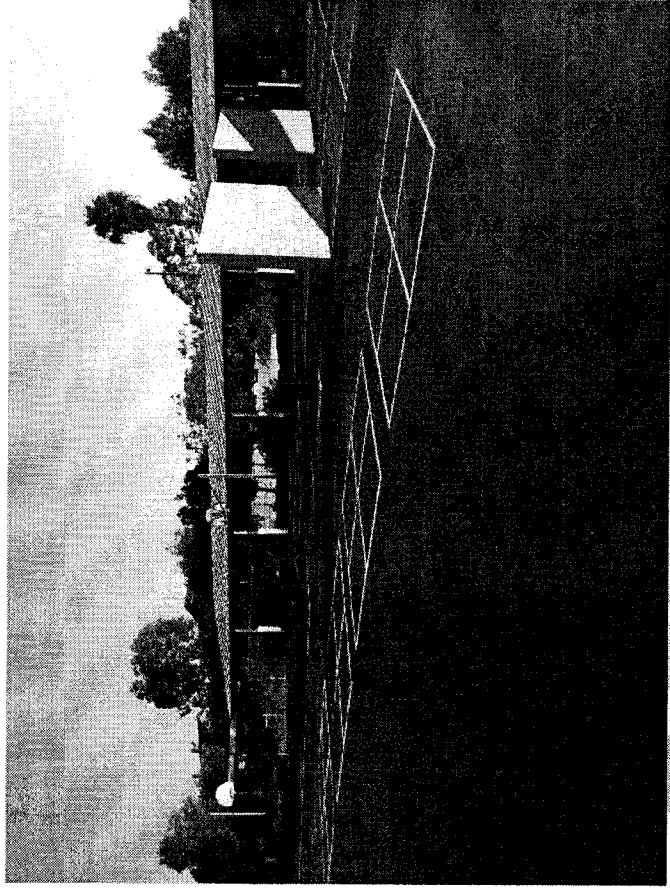
Ballou Beatty
Construction



CULVER CITY UNIFIED SCHOOL DISTRICT

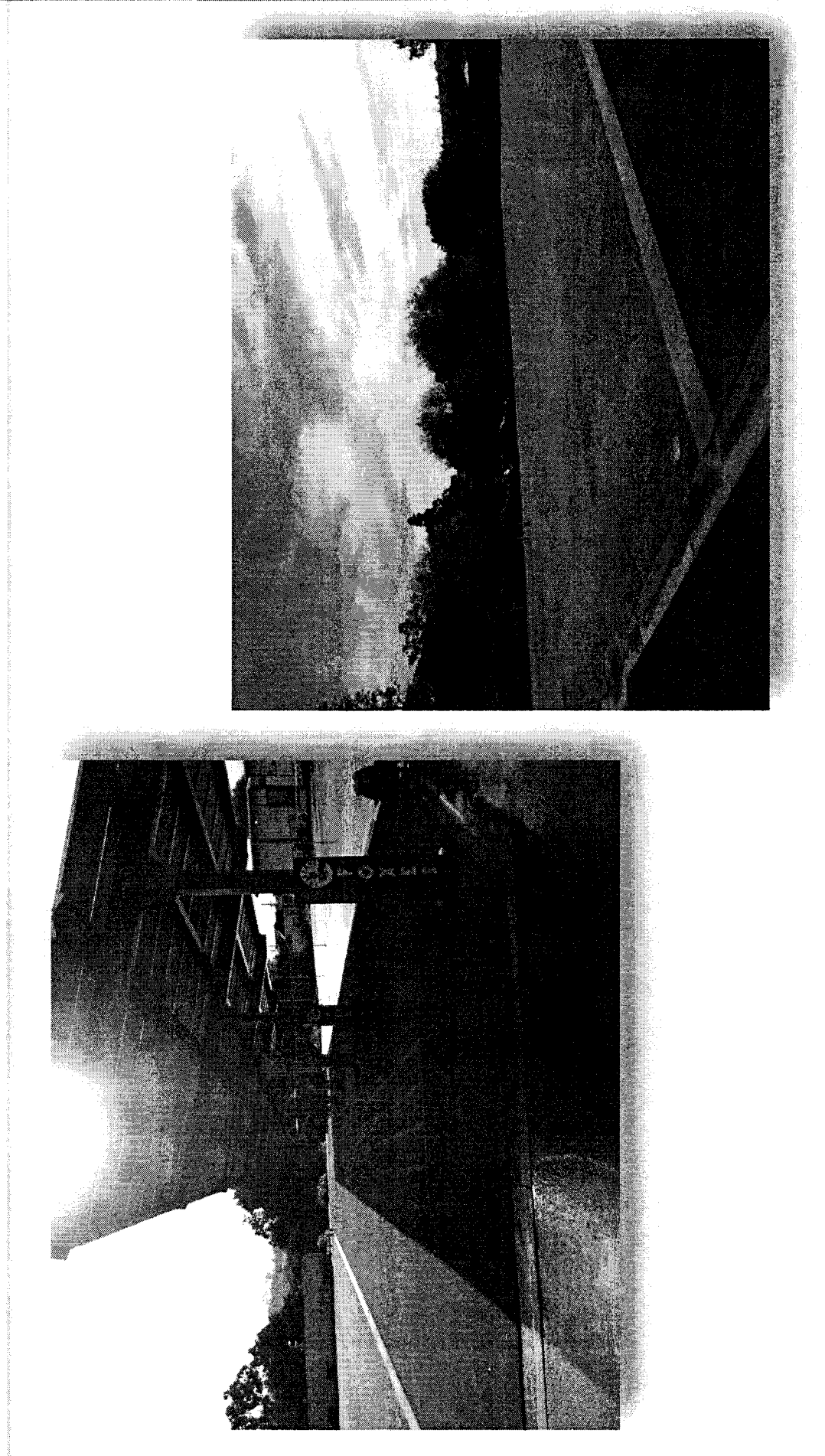
FARRAGUT ELEMENTARY SCHOOL

7 Completed Classroom Building, Playground Improvements, Ball Walls and Grass & Synthetic Turf Field.

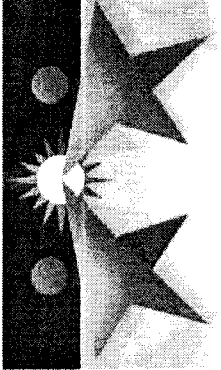


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FARRAGUT ELEMENTARY SCHOOL

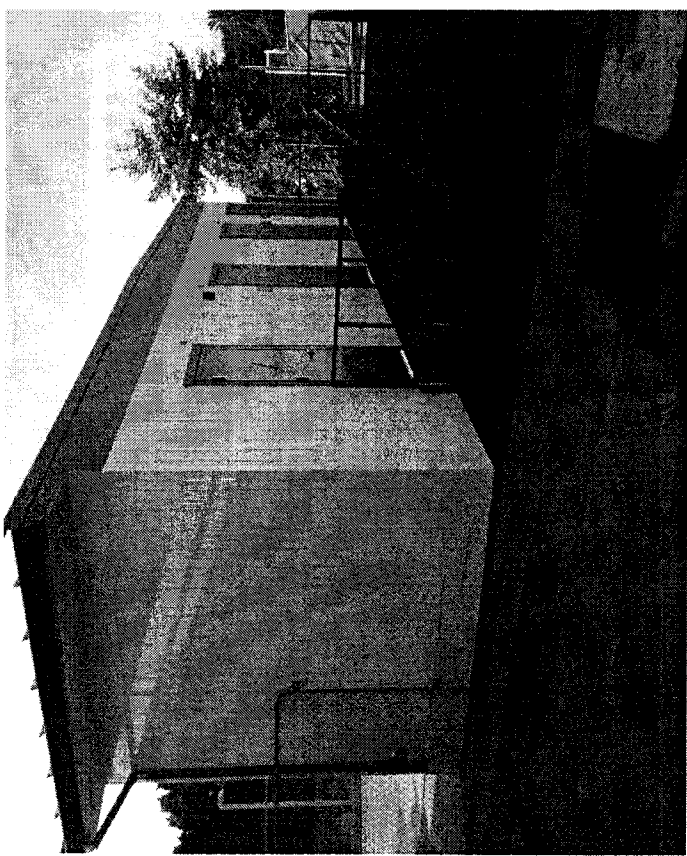
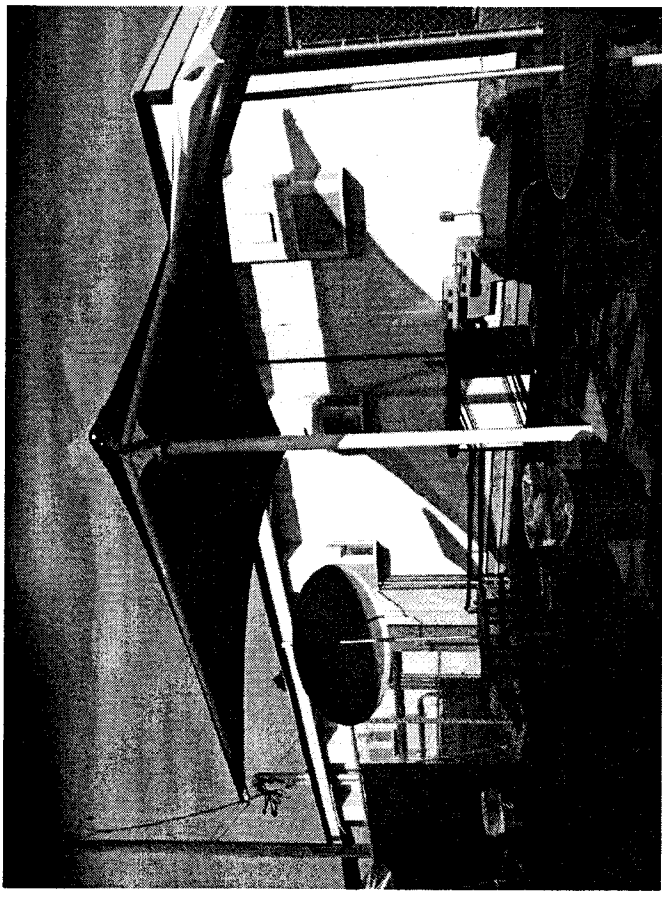


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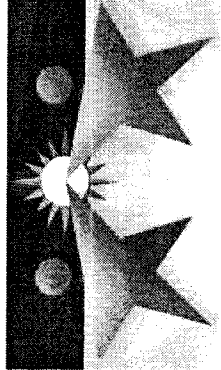


CULVER PARK HIGH SCHOOL

7 Restroom Building with ADA Ramps, Fencing, Gates and Shade Structure.

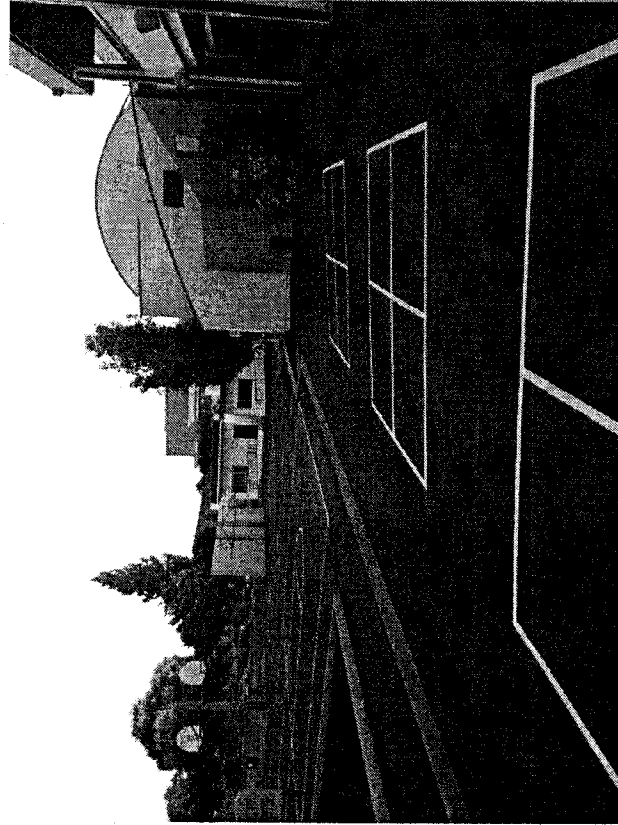


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Construction

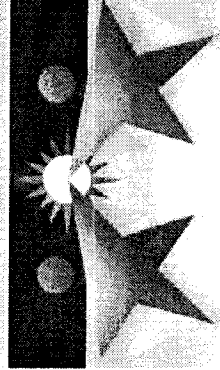


LINWOOD HOWE ELEMENTARY SCHOOL

7 Classroom Building, Playground Improvements and Ball Walls.



Balfour Beatty
Construction



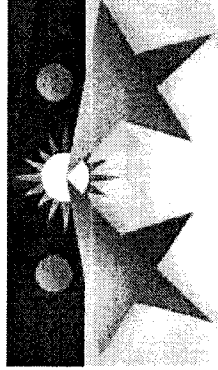
CULVER CITY UNIFIED SCHOOL DISTRICT

LA BALLONA ELEMENTARY SCHOOL

7 Classroom Building, Restroom Building, Playground Improvements, Ball Walls and New Synthetic Turf Field.

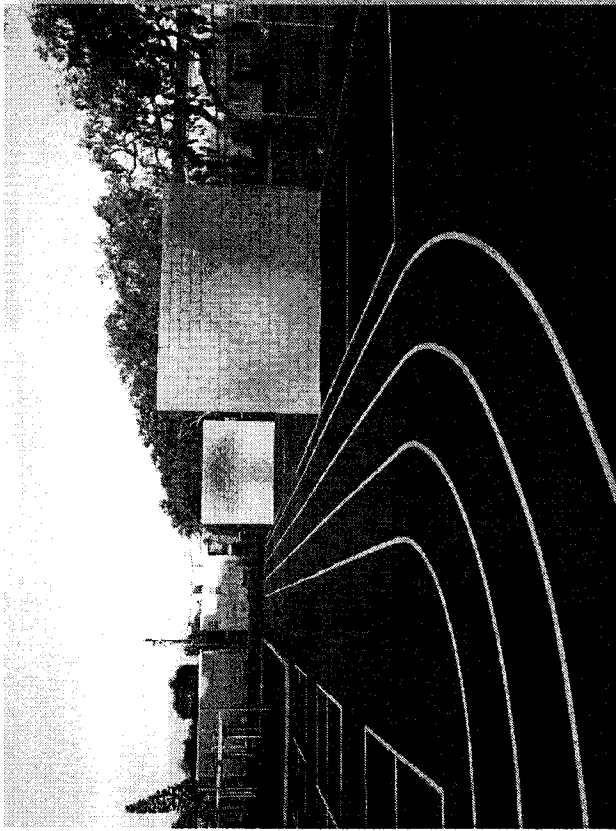


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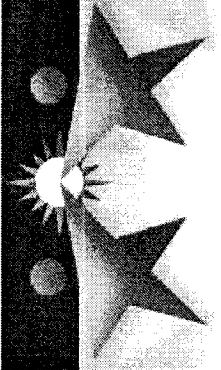


CULVER CITY UNIFIED SCHOOL DISTRICT

LA BALLONA ELEMENTARY SCHOOL

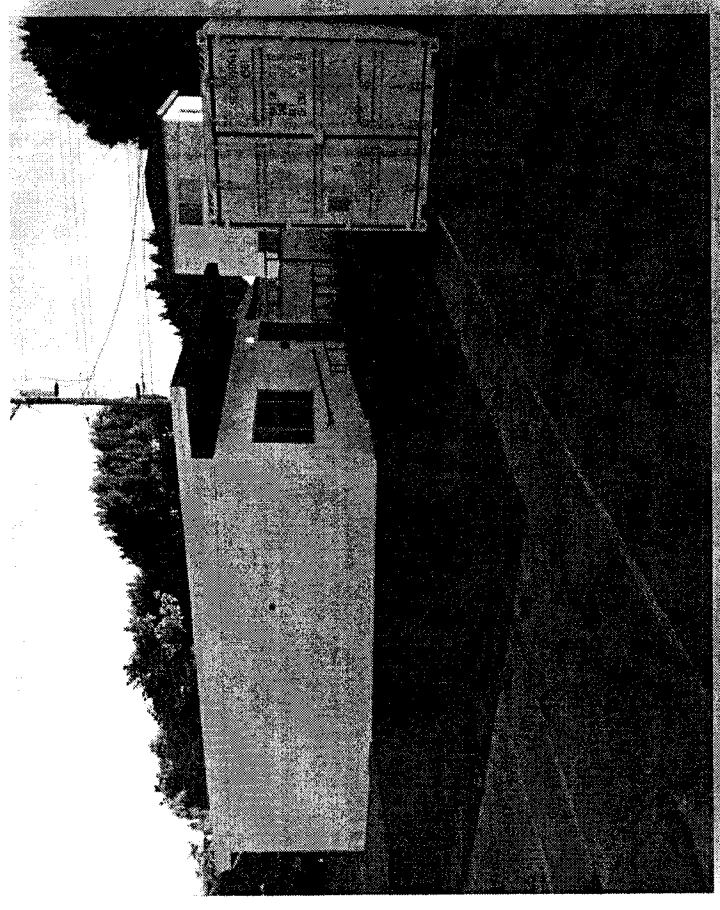
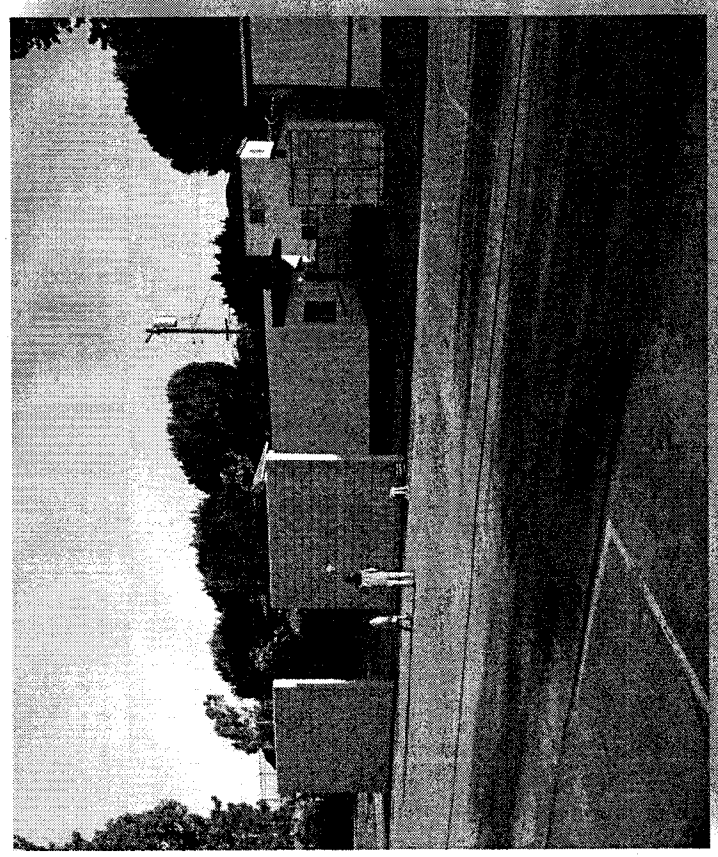


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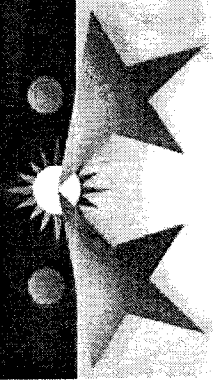


EL RINCON ELEMENTARY SCHOOL

7 Classroom Building, Playground Improvements, Ball Walls and New Emergency Supply Storage Container.



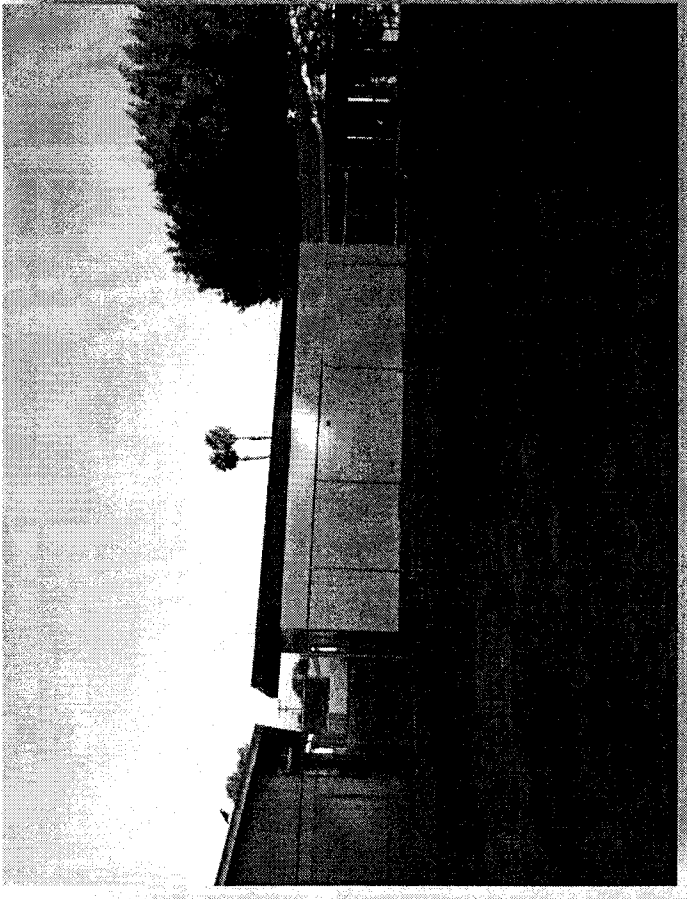
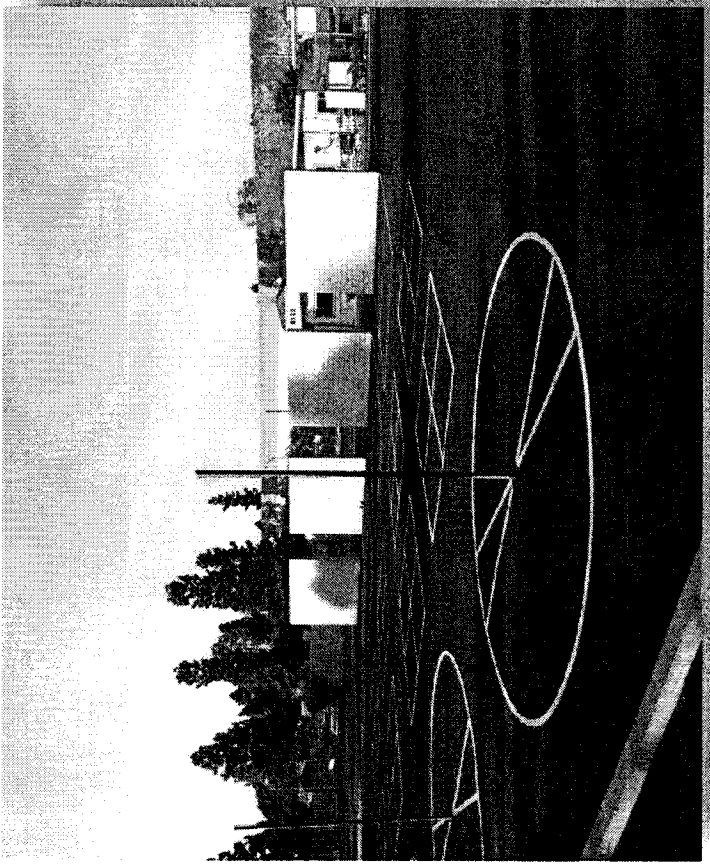
Balfour Beatty
Construction



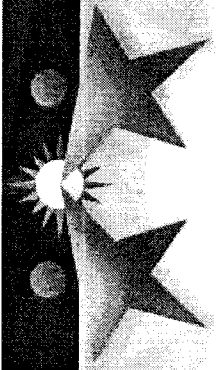
CULVER CITY UNIFIED SCHOOL DISTRICT

EL MARINO ELEMENTARY SCHOOL

➤ **Classroom Building, Playground Improvements,
Ball Walls and Shade Structures.**



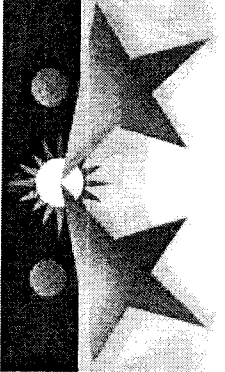
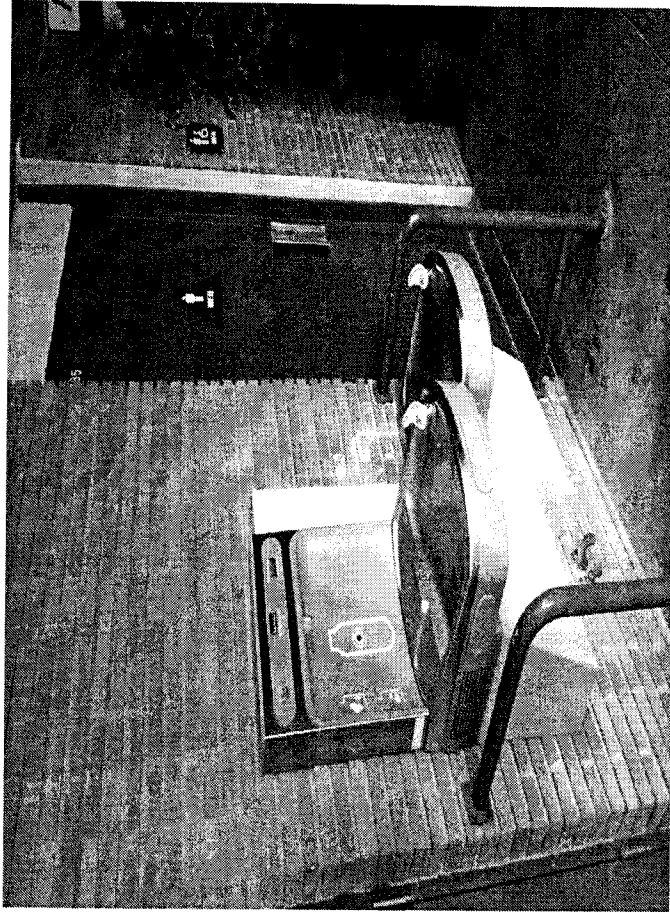
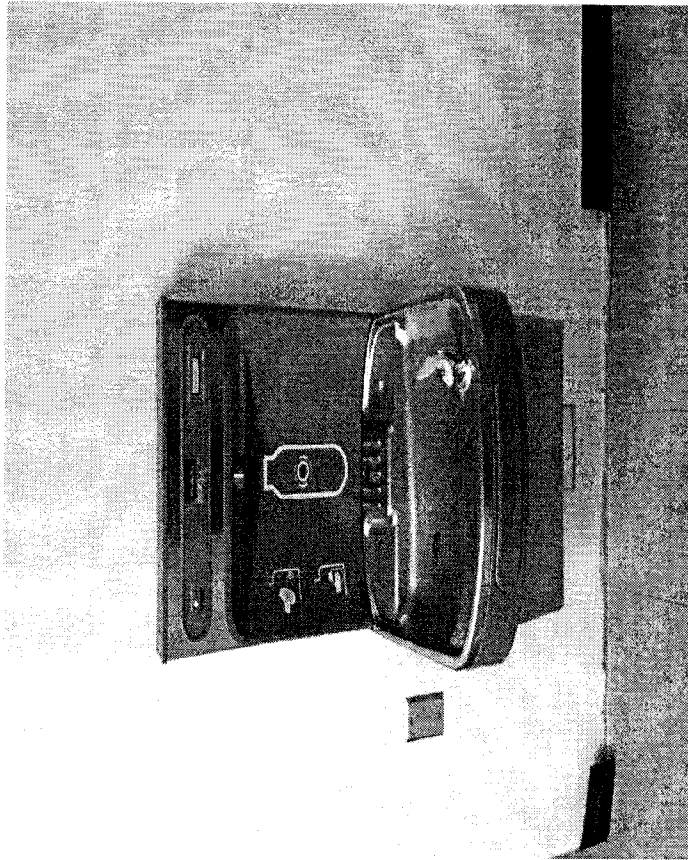
Balfour Beatty
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CULVER CITY UNIFIED SCHOOL DISTRICT

MISCELLANEOUS PROJECTS

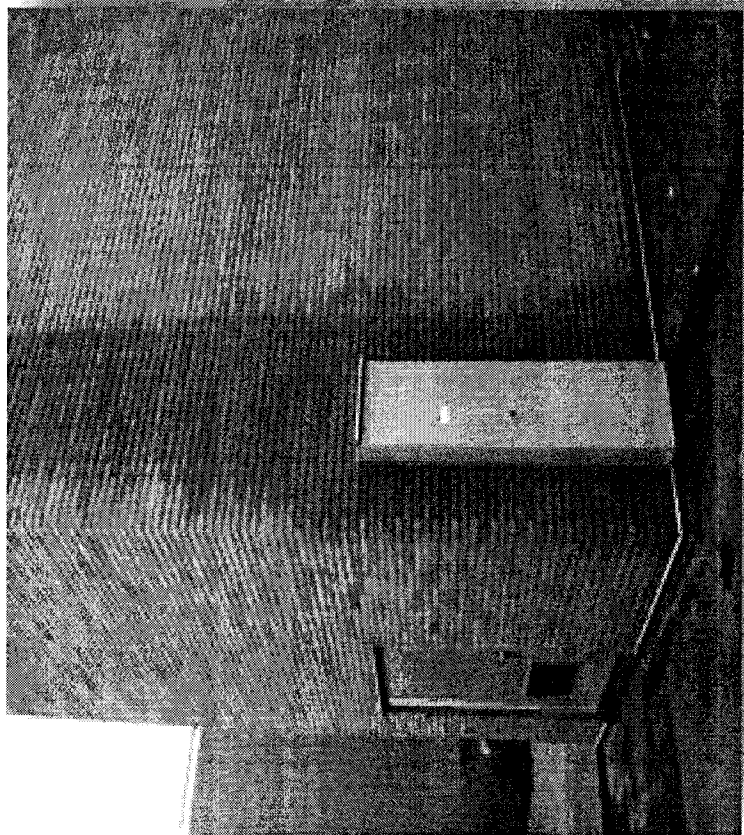
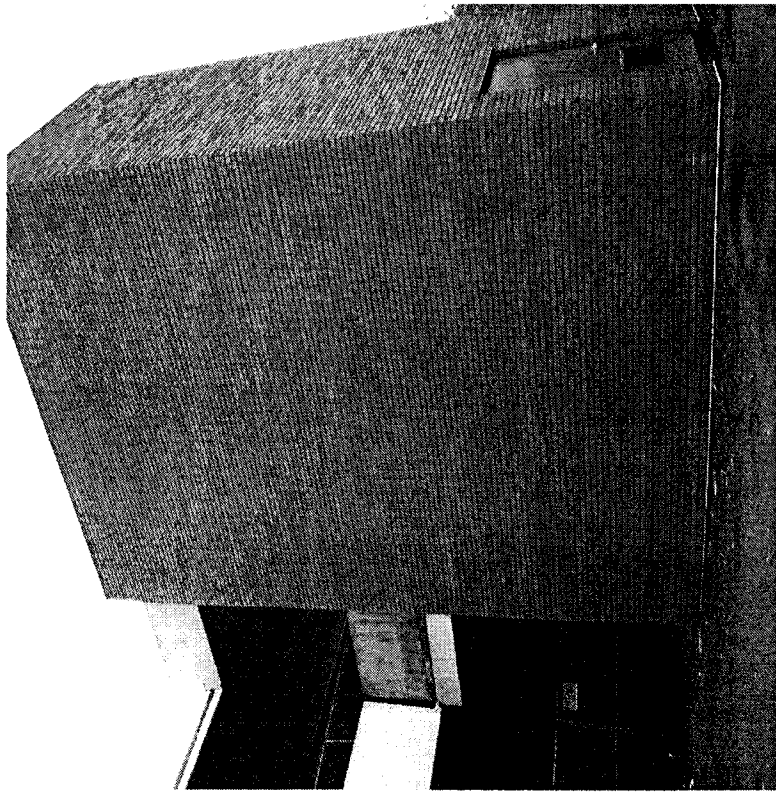
- ✔ New Hydration Stations
- ✔ CCHS Library HVAC
- ✔ CCMS Back Gymnasium Ceiling



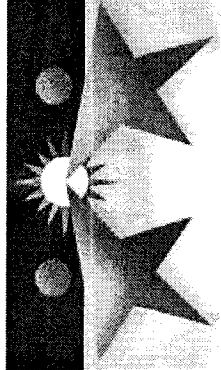
Balfour Beatty
Construction

CCMS & CCHS ELEVATORS

7 State Elevator Inspection Scheduled for December 22nd.

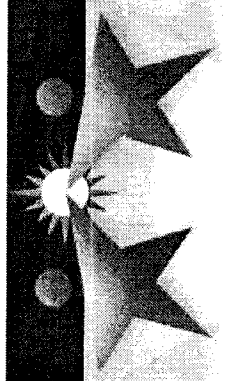
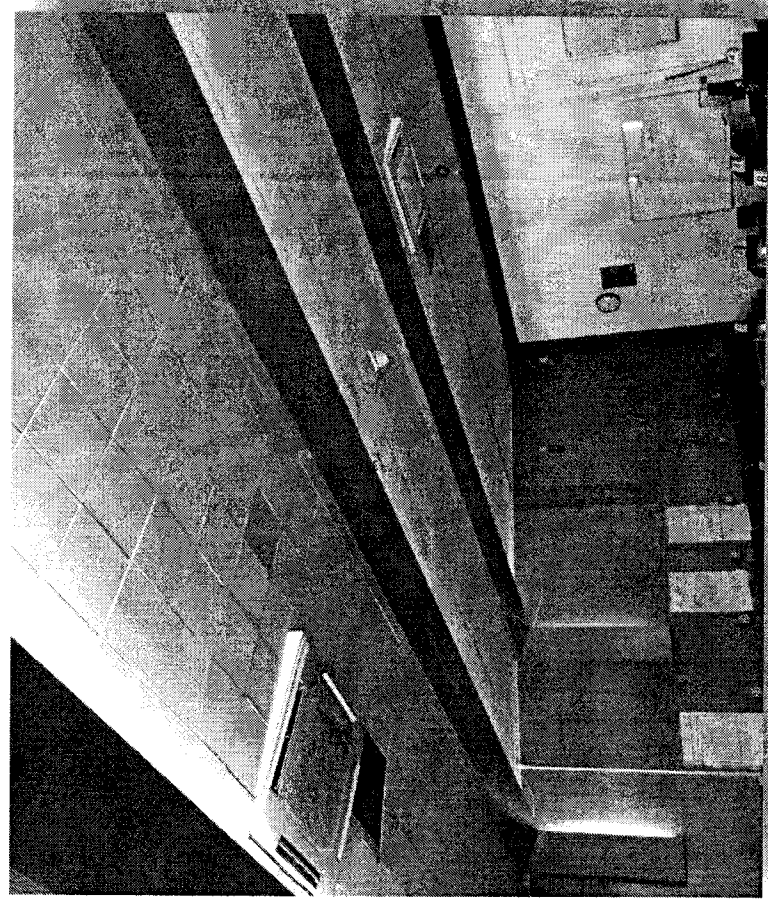
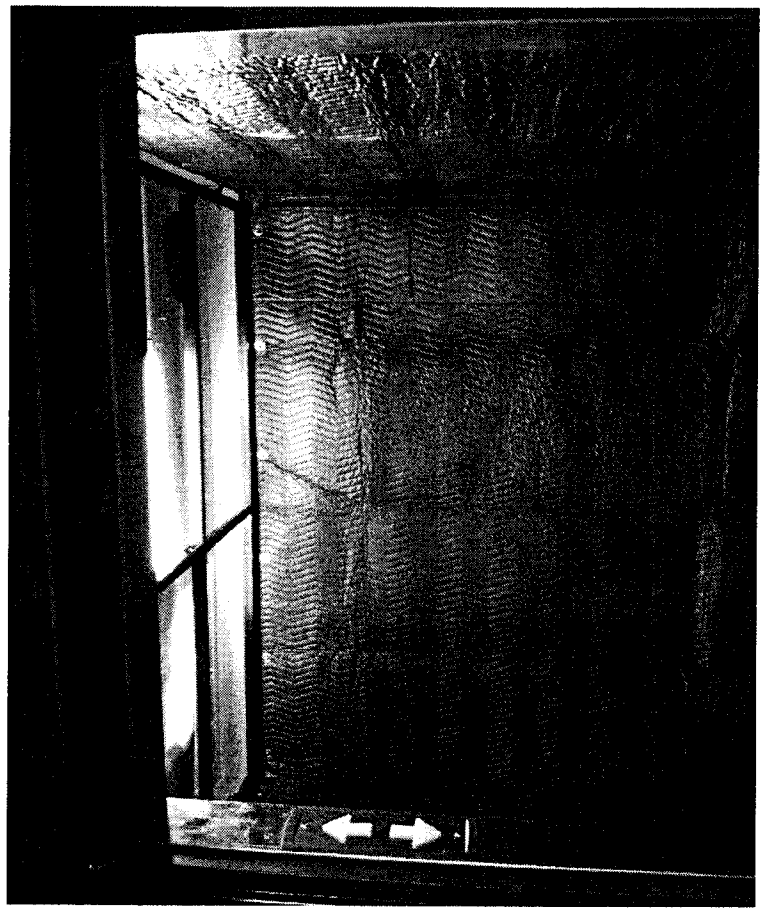


Balfour Beatty
Construction



CULVER CITY UNIFIED SCHOOL DISTRICT

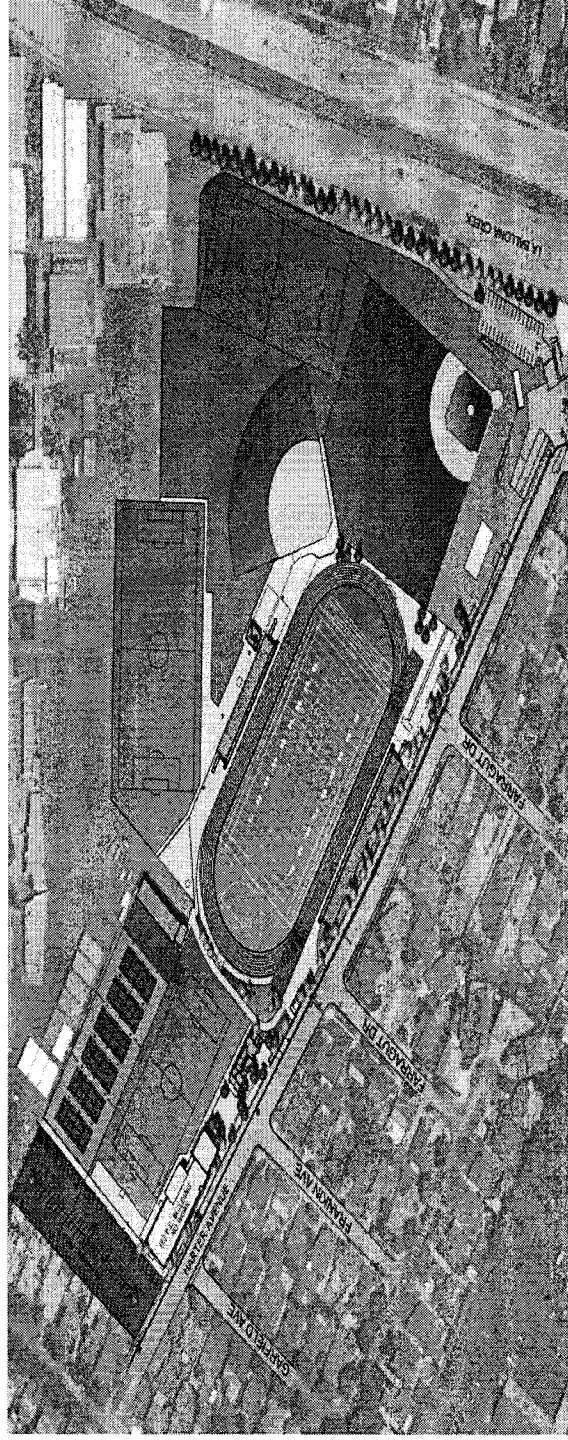
CCMS & CCHS ELEVATOR/CCHS COMPUTER HVAC



Balfour Beatty
Construction

ATHLETIC FIELDS PHASE 2

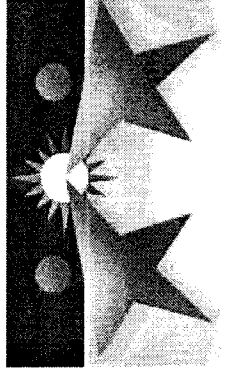
- **Scope includes, new sod and irrigation at softball and baseball outfields, new fence and scoreboard at softball outfield, new batting cages, new field irrigation system and turf, new synthetic turf practice field, etc.**



Westberg + White, Inc.

Culver City High School

7-08-2014

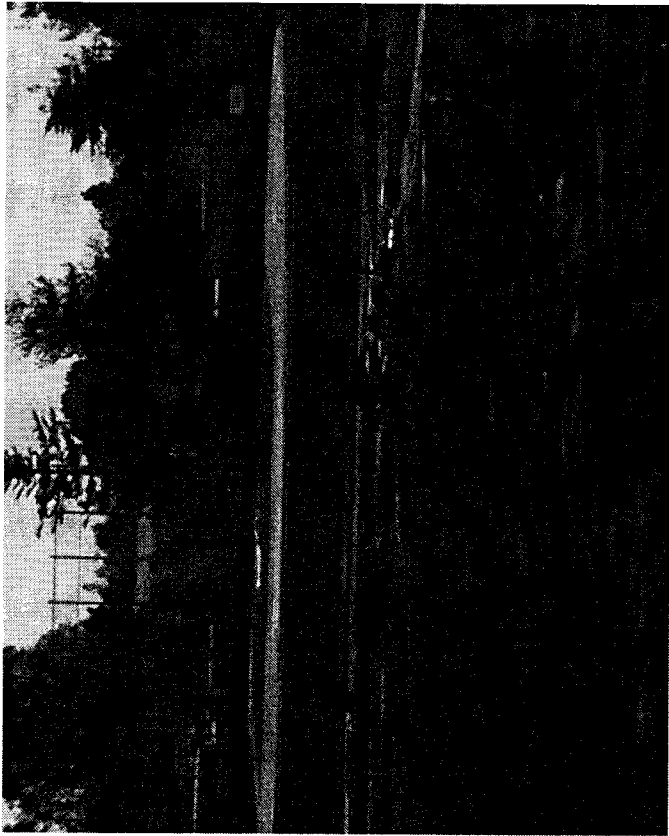


Balfour Beatty
Construction

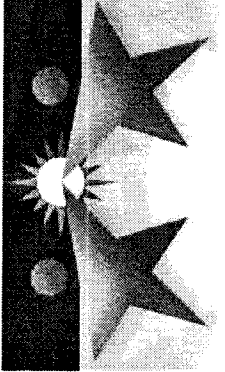
CULVER CITY UNIFIED SCHOOL DISTRICT

ATHLETIC FIELDS PHASE 2

- **Baseball Field grading, soil amendmets and brick dust at backstop/dugouts completed. Irrigation and brick dust at warning track 70% complete.**



Balfour Beatty
Construction



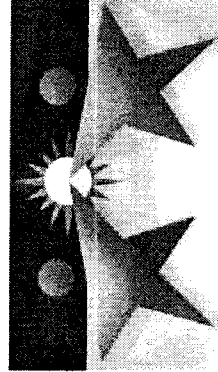
CULVER CITY UNIFIED SCHOOL DISTRICT

ATHLETIC FIELDS PHASE 2

- **Softball Field grading and soil amendments completed. Irrigation 70% complete. Sod and brick dust at infield/warning track schedule to start.**



Balfour Beatty
Construction



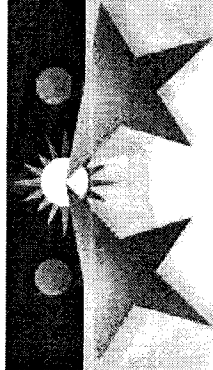
CULVER CITY UNIFIED SCHOOL DISTRICT

ATHLETIC FIELDS PHASE 2

➤ **Synthetic Turf Field grading, drainage and rock base completed. Synthetic Turf installation 70% complete.**



Balfour Beatty
Construction



CULVER CITY UNIFIED SCHOOL DISTRICT

BOARD REPORT

12/9/14

14.1a

14.1a Third Reading and Approval of Revised Board Bylaw 9121- President

It is recommended practice that the Board of Education review Board Policies, Administrative Regulations and Board Bylaws on a regular basis. Revised Board Bylaw 9121 is presented for a third reading and adoption.

RECOMMENDED MOTION: That the Governing Board of Culver City Unified School District approves Revised Board Bylaw 9121, Presidents as presented.

Moved by:

Seconded by:

Vote:

PRESIDENT

The president shall preside at all Governing Board meetings.
He/she shall:

1. Call the meeting to order at the appointed time;
2. Announce the business to come before the Board in its proper order;
3. Enforce the Board's policies relating to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act;
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;
5. Explain what the effect of a motion would be if it is not clear to every member;
6. Restrict discussion to the question when a motion is before the Board;
7. Rule on issues of parliamentary procedure;
8. Put motions to a vote, and state clearly the results of the vote;
9. Be responsible for the orderly conduct of all Board meetings

(cf. 9323 – Meeting Conduct)

The president shall have all the rights of any member of the Board, including the right to **move, second,** discuss and vote on all questions before the Board, ~~in alignment with Robert's Rules of Order. In the event that the Board President wishes to move or second a motion he or she must relinquish the gavel to the Vice President.~~

The Board President shall perform other duties in accordance with law and Board policy including, but not limited to:

1. Signing all instruments, acts, and orders necessary to carry out state requirements and the will of the Board.
2. Consulting with the Superintendent or designee on the preparation of the Board's agendas.

(cf. 9322 – Agenda/Meeting Materials)

3. Working with the Superintendent to ensure that Board members have necessary materials and information.
4. Appointing and dissolving committees subject to Board Approval.
5. Calling such meetings of the Board as he/she may deem necessary, giving notice as prescribed by law.

PRESIDENT (continued)

(cf. 9320 – Meetings and Notices)

(cf. 9321 – Closed Session Purposes and Agendas)

6. Representing the District as governance spokesperson, in conjunction with the Superintendent.

(cf. 1112 – Media Relations)

7. Confer with the Superintendent or designee on crucial matters which may occur between Board meetings;

8. Participate in finalist interviews with the Superintendent for the Principals/Senior Administration positions.

When the president resigns or is absent or disabled, the vice president shall perform the president's duties. When both the president and vice president are absent or disabled, the clerk shall perform the president's duties.

Legal Reference:

EDUCATION CODE

35022 President of the board

35143 Annual organizational meetings; dates and notices

35144 Special meetings

GOVERNMENT CODE

54950-54963 Ralph M. Brown Act

Management Resources:

CSBA PUBLICATIONS

Board Presidents' Handbook, revised 2002

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardmanship, 1996

WEB SITES

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

Bylaw

adopted: July 29, 1997

Revised: Dec. 11, 2012

CULVER CITY UNIFIED SCHOOL

Culver City, California

BOARD REPORT

12/9/14
14.2a

14.2a Approval is Recommended for Textbook Adoption for Culver City High School, History/Social Studies Department, AP US History Class

The following textbook is being recommended for Culver City High School, History/Social Studies Department:

American History: Connecting with the Past (Brinkley), AP Edition © 2015 (15E).

This book has been evaluated by subject-matter teachers who have determined that it covers the state standards. Materials for this adoption are on display at Culver City High School, and the book is recommended by the College Board as an approved book for the AP US History class.

RECOMMENDED MOTION: That the Board approve the Textbook Adoption for Culver City High School, History/Social Studies Department, AP US History Class.

Moved by:

Seconded by:

Vote:

ADMISSION

The Governing Board believes that all children should have the opportunity to receive educational services. Staff shall encourage parents/guardians to enroll all school-aged children in school.

The Governing Board encourages the enrollment and appropriate placement of all school-aged children in school. The Superintendent or designee shall inform parents/guardians of students entering a district school at any grade level about admission requirements and shall assist them with enrollment procedures.

The Superintendent or designee shall maintain procedures which provide for the verification of all entrance requirements **verify the student's age, residency, and any other admission criteria** specified in law and in Board policies and **administrative** regulations.

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

(cf. 5111.1-District Residency)

(cf. 5111.11 Residency of Students with Caregiver)

(cf. 5111.12 Residency Based on Parent/Guardian Employment)

(cf. 5111.13 Residency for Homeless Children)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125 – Student Records)

(cf. 5141.22 Infectious Diseases)

(cf. 5141.3- Health Examinations)

(cf. 5141.31 -Immunizations)

(cf. 5141.32 – Health Screening for School Entry)

(cf. 6173 – Education for Homeless Children)

(cf. 6173.1 – Education for Foster Youth)

(cf. 6173.2 – Education of Children of Military Families)

All resident students who are enrolling either in the school in their attendance area or in another district school shall be subject to the timelines establish by the Board in BP/AR 5116.1 – Intradistrict Open Enrollment. Nonresident students may apply for interdistrict attendance in accordance with the timelines specified in applicable Board policies and administrative regulations.

(cf. 5116.1 – Intradistrict Open Enrollment)

(cf. 5117 – Interdistrict Attendance)

(cf. 5118 – Open Enrollment Act Transfers)

The Superintendent or designee may admit to the ninth grade only those students who have been promoted from eighth grade or who are recommended in writing by their eighth-grade principal as capable of profiting from high school instruction.

(cf. 5123 – Promotion/Acceleration/Retention)

ADMISSION (continued)

Legal Reference:

EDUCATION CODE

46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten

46600 Agreements for admission of pupils desiring interdistrict attendance

48000 Minimum age of admission (kindergarten)

48002 Evidence of minimum age required to enter kindergarten or first grade

48010 Minimum age of admission (first grade)

48011 Admission from kindergarten or other school; minimum age

48050-48053 Nonresidents

48200 Children between ages of six and 18 years (compulsory full-time education)

48211 Habits and disease

48221 Physical or mental condition

48350-48361 –Open Enrollment Act

48850-48859 Educational placement of foster youth

49076 Access to records by persons without written consent or under judicial order

49408 Information of use in emergencies

49700-49704 Education of children of military families

HEALTH & SAFETY CODE

3380-3390 Immunization against communicable diseases

3400-3409 Tuberculosis tests for pupils

120325-120380 Education and child care facility immunization requirements

121475-121520 Tuberculosis tests for students

CODE OF REGULATIONS, TITLE 5

200 Promotion from kindergarten to first grade 201 Admission to high school

201 Admission to high school

CODE OF REGULATIONS, TITLE 17

6000-6075 School attendance immunization requirements

UNITED STATES CODE, TITLE 42

11431-11435 McKinney Homeless Assistance Act

TITLE VII, SUBTITLE B, THE MCKINNEY ACT OF 1987

Management Resources:

CDEMANAGEMENT ADVISORIES

0900.90 Changes in law concerning eligibility for admission to kindergarten

CSBA PUBLICATIONS

Transitional Kindergarten, Issue Brief, July 2011

OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION

PUBLICATIONS

Dear Colleague Letter, May 6, 2011

WEB SITES

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

California Department of Education: <http://cde.ca.gov>

Students

BP 5111(c)

ADMISSION (continued)

Office for Civil Rights, U.S. Department of Education:
<http://www2.ed.gov/about/offices/list/ocr>

Policy.
adopted:
January 20, 1998

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

Policy Reviewed:
November 18, 2014 and December 9, 2014

ADMISSION

Age of Admission

~~Proof of age shall be required of all enrolling students. The legal evidences of age, in order of desirability, are a birth certificate with parent names, baptismal certificate, passport, immigration certificate, Bible record, or affidavit from the parent/guardian.~~

A child who will reach the age of five on or before ~~December 2nd~~ **September 1** of the school year shall be eligible for enrollment in kindergarten at the beginning of that school year or at any later time in the same year. (Education Code 48000)

A child who will reach the age of five on ~~or before~~ **September 2nd through** December 2 of the school year shall be eligible for enrollment in the district ~~prekindergarten summer program~~ **transitional kindergarten program in accordance with law and Board policy.**
(Education Code 48000)

(cf. 5123 – Promotion/Acceleration/Retention)

(cf. 6170.1 – Transitional Kindergarten)

A child who will have reached the age of six years on or before ~~December 2~~ **September 1** of the current school year shall be eligible for enrollment in the first grade.
(Education Code 48010)

Documentation of Age

Prior to the admission of a child to transitional kindergarten, kindergarten, or first grade, the parent/guardian shall present proof of the child's age. Evidence of the child's age may include a certified copy of a birth certificate, or a passport. When none of the foregoing is obtainable, the parent/guardian may provide any other appropriate means of proving the age of the child. (Education Code 48002)

A student enrolling in a district school at any other grade level shall present records from his/her previous school district documenting his/her age and current grade level.

Regulation

reviewed: January 20, 1998

CULVER CITY UNIFIED SCHOOL DISTRICT

Regulation reviewed: November 18, 2014

Culver City, California

and December 9, 2014

PROMOTION/ACCELERATION/RETENTION

~~In light of the district's goals, objectives, standards and expected proficiency, the professional staff of the district will place students at the grade level best suited to them academically, socially and emotionally when entering the school district.~~

The Governing Board expects students to progress through each grade level within one school year. ~~To accomplish this~~ **Toward this end**, instruction **shall be designed to** ~~should~~ accommodate the variety of ways that ~~children~~ **students** learn and ~~include~~ **provide** strategies for addressing academic deficiencies ~~when~~ **as** needed.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6170.1 - Transitional Kindergarten)

Promotion

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

(cf. 6011 - Academic Standards)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

Progress toward high school graduation shall be based on the students' ability to pass the courses necessary to earn the required number of credits and other state mandated examinations and guidelines.

(cf. 6146.1 - High School Graduation Requirements)

Acceleration

When high academic achievement is evident, the ~~Superintendent or designee~~ **site administrator with teacher consultation** may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken in consideration in making a determination to accelerate a student.

Retention

~~As early as possible in the school year, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation and the following criteria:~~

PROMOTION/ACCELERATION/RETENTION (continued)

- (1) ~~State/district standardized achievement test scores in Reading, English Language Arts, and Mathematics,~~
- (2) ~~Progress towards achieving the standards for the academic areas,~~
- (3) ~~Other multiple assessments,~~
- (4) ~~Academic achievement grades.~~

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

- 1. Between grades 2 and 3**
- 2. Between grades 3 and 4**
- 3. Between grades 4 and 5**
- 4. Between the end of the intermediate grades and the beginning of the middle school grades**
- 5. Between the end of the middle school grades and the beginning of the high school grades**

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by the results of state assessments administered pursuant to Education Code 60640-60649. Attendance, district assessments, and grades, shall also be considered to determine the retention of a student.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5149 - At-Risk Students)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

PROMOTION/ACCELERATION/RETENTION (continued)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

~~When a student in grades 2 through 9 is retained or recommended for retention, the Superintendent or designee shall offer programs of direct, systematic and intensive supplemental instruction in accordance with Education Code 37252.5.~~

When a student is recommended for retention or is identified as being at risk for retention the Superintendent or designee shall ~~provide opportunities for~~ **offer an appropriate program of** remedial instruction to assist the student in ~~overcoming his/her academic deficiencies~~ **meeting grade level expectations**. Such opportunities may include but are not limited to tutorial programs, after school programs, summer school programs, and Saturday School. ~~Students who are retained shall be offered programs of direct, systematic and intensive supplemental instruction.~~

(Education Code 48070.5)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

The parent(s)/guardian(s) shall be notified when a student is at risk of being retained, and when the student is to be retained. Parental accord is suggested but not required in grades 1 through 12. At the kindergarten level, parental accord is required (EC 48001) for a student to be retained in kindergarten for an additional year. (EC 46300)

~~The Superintendent will designate the process by which the decision to retain or promote a student may be appealed. If an appeal is made, the burden shall be on the appealing party to show the decision of the teacher(s) should be overruled.~~

The teacher's decision to accelerate, promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

Legal Reference:

EDUCATION CODE

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing average daily attendance

48010 Admittance to first grade

PROMOTION/ACCELERATION/RETENTION (continued)

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

~~48431.6 Required systematic review of students and grading~~

56345 Elements of individualized education plan

~~60641-60648 Standardized Testing and Reporting Program/Minimum performance levels~~

60640-60649 California Assessment of Student Performance and Progress

~~60850-60859~~ Exit examination

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

LEGISLATIVE COUNSEL'S OPINION

Promotion and Retention #21610

CSBA POLICY ADVISORIES

0901.99 Social Promotion/Retention Policy Briefing: Considerations for English Language Learners

1112.98 Student Promotion/Retention Advisory

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION ADVISORIES PUBLICATIONS

0900.90 Changes in Law Concerning Eligibility for Admission to Kindergarten 90-10

FAQs Promotion, Retention, and Grading (students with disabilities)

FAQs Pupil Promotion and Retention

Kindergarten Continuance Form

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

Policy

Adopted: January 20, 1998

Revised: April 20, 1999

Revised: July 15, 2003

Reviewed: November 18, 2014 and December 9, 2014

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California

PROMOTION/ACCELERATION/RETENTION

Promotion from Transitional Kindergarten and Kindergarten

Any student who meets the age eligibility requirement and has completed one year of transitional kindergarten shall be admitted to kindergarten unless the parent(s)/guardian(s) and the Superintendent or designee agree that the student shall continue in transitional kindergarten.

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for first-grade work. (Education Code 48011)

Any student who meets the age eligibility requirement and has completed one year of kindergarten shall be admitted to first grade unless the parent(s)/guardian(s) and the Superintendent or designee agree that the student shall continue in kindergarten.

(Education Code 48010, 48011)
(cf. 5111 - Admission)

Acceleration from Transitional Kindergarten/Kindergarten to First Grade

Admission shall be subject to the following minimum criteria: ~~(5 CCR 200)~~

A student who does not meet the age eligibility requirement may be admitted to kindergarten at the discretion of the Superintendent or designee and with the consent of the parent(s)/guardians(s) upon determination that the student is ready for kindergarten work, subject to the following minimum criteria; and

a student who does not meet the age eligibility requirement may be admitted to first grade at the discretion of the Superintendent or designee and with the consent of the parent(s)/guardian(s) upon determination that the student is ready for first-grade work, subject to the following minimum criteria: (Education Code 48011; 5 CCR 200)

1. The student is at least five years of age.
2. The student has attended a public school **transitional kindergarten or** kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The student is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
5. The parent(s)/guardian(s) of the student ~~has filed a written statement with the school district~~ **have approved** the placement **into kindergarten**/first grade.

PROMOTION/ACCELERATION/RETENTION (continued)

Continuation in Kindergarten

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent(s)/guardian(s) and the district agree that they shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

Whenever **the Superintendent or designee and the parent(s)/guardian(s) agree that** a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement signed by the parent(s)/guardian(s) stating that the student shall continue in kindergarten for not more than one additional school year (Education Code 46300).

Retention at Other Grade Levels

If a student is identified as performing below the minimum standard for promotion **to the next grade level, based on the indicators specified in Board policy,** the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

The Superintendent or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels: (Education Code 48070.5)

1. Between grades 1 and 2
2. Between grades 2 and 3
3. Between grades 3 and 4
4. Between grades 4 and 5
5. Between grades 5 and 6
6. Between grades 6 and 7
7. Between grades 7 and 8
8. Between grades 8 and 9

PROMOTION/ACCELERATION/RETENTION (continued)

Students between grades 1 and 2, grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts and mathematics shall be the basis for identifying students between grades 4 and 5, between grades 5 and 6, and between middle school grades and high school grades. (Education Code 48070.5)

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)

~~Students shall be identified on the basis of either statewide assessment results or grades and other indicators of academic achievement, as established by Board policy.~~

~~(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.5 - Student Assessment)~~

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be re-evaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)
(cf. 6179 - Supplemental Instruction)

If the student does not have a single regular classroom teacher, the principal or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parent(s)/guardian(s) as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

(cf. 5145.6 - Parental Notifications)

The Superintendent **or designee** shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

PROMOTION/ACCELERATION/RETENTION (continued)

Appeal Process

The teacher's decision to **accelerate**, promote or retain a student may be appealed consistent with Governing Board policy, administrative regulation and law. The burden shall be on the ~~appealing party~~ **parent(s)/guardian(s)** to show why the teacher's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the **parental notification of the** determination of **acceleration**, retention or promotion.

The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the ~~appealing party~~ **parent(s)/guardian(s)** and the teacher. If the Superintendent or designee determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the appealing party, the teacher and the Superintendent/designee to decide the appeal. The decision of the Board shall be final.

(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

(cf. 1312 - Complaints Against the Schools)
(cf. 5125 - Student Records)
(cf. 5125.3 - Challenging Student Records)

Acceleration in ~~Middle School and/or High School~~ K-8 Grades

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken in consideration in making a determination to accelerate a student.

PROMOTION/ACCELERATION/RETENTION (continued)

~~Acceleration of students at the high school level shall be dependent upon credits earned and upon the student's achievement, goals, and test scores. A parent conference shall be held, and parent consent must be obtained if the student is to be accelerated. A record of the conference and parent consent shall be placed in the student's cumulative folder.~~

The ~~recommended~~ acceleration process is as follows:

~~After the study is completed, the psychologist is to return the completed Request for Study to the principal with a recommendation.~~

1. Submit a **written referral for acceleration** Request for Study to the Office of Pupil Services **to the site principal. A referral for acceleration may be initiated by a parent/guardian, teacher, or other certificated staff member.**
2. The principal, after consulting with the appropriate staff such as the **prior teacher, current teacher, and** members of the School Site Team (SST), will then gather academic progress data such as work samples, letters of recommendation, standardized test scores, and IQ tests **and other assessment data** together to present a packet of evidence. This packet will **be presented to the SST for a recommendation from the SST. The SST can adequately determine if the student:**
 - a. **Is ready for the next grade level work;**
 - b. **Is in the upper 5% of his/her age group in terms of mental ability; and**
 - c. **Has the physical development and social maturity consistent with his/her advanced mental ability.**
3. The packet with recommendation will be submitted to the Director of Pupil Personnel Services Department **Assistant Superintendent for Educational Services for review, including:**
 - a. **Written referral;**
 - b. **Initial acceleration meeting form;**
 - c. **Acceleration testing consent form; and**
 - d. **Acceleration assessment review meeting form.**

~~If the recommendation is for acceleration, and it is accepted, the principal will initiate the appropriate steps, which are as follows:~~

- a. ~~Prepare the Recommendation for Grade Adjustment form at the school site. Record all test data at the top of the page. The counselor and principal sign.~~
- b. ~~The principal will arrange for a parent conference. Parent approval, indicated by a signature, is required before a student can be accelerated.~~
- c. ~~The results of the parent conference are to be recorded on the Recommendation for Grade Adjustment form and the parent informed in writing.~~

PROMOTION/ACCELERATION/RETENTION (continued)

- ~~d. Send the Recommendation for Grade Adjustment form to the Pupil Personnel Services Department for final approval. A signed copy will be returned to the school to be filed in the student's cumulative folder.~~

After review by the Assistant Superintendent for Educational Services, the parent(s)/ guardian(s) shall be informed of the recommendation by the principal. If the student is to be accelerated, a parent conference shall be held, and written parent consent must be obtained. A record of the conference and parent consent shall be placed in the student's cumulative folder.

Acceleration in High School

Acceleration of students at the high school level shall be dependent upon credits earned and upon the student's achievement, goals, and test scores. A parent conference shall be held, and written parent consent must be obtained if the student is to be accelerated. A record of the conference and parent consent shall be placed in the student's cumulative folder.

Regulation

approved: November 6, 1984

revised: September 3, 1991

reviewed: January 23, 1998

reviewed: April 20, 1999

reviewed: July 15, 2003

Reviewed: November 18, 2014 and December 9, 2014

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

BOARD REPORT

**12/9/14
14.2d**

14.2d Second Reading and Approval of Revised Board Policy and New Administrative Regulation 5143.3, Students – Nondiscrimination/ Harassment

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 New Administrative Regulation 5143.3, Students – Nondiscrimination/Harassment, is being presented for a second reading and approval.

RECOMMENDED MOTION: That the Board approve the Second Reading of Revised Board Policy and New Administrative Regulation 5143.3, Students – Nondiscrimination/ Harassment.

Moved by:

Seconded by:

Vote:

NONDISCRIMINATION/HARASSMENT

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying and to answer inquiries regarding the district's nondiscrimination policies: (Education Code 234.1; 5 CCR 4621)

Coordinator, State and Federal Programs
Culver City Unified School District
4034 Irving Place
Culver City, CA 90232
310-842-4220

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)

To prevent discrimination, harassment, intimidation, and bullying of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Provide to employees, volunteers, and parents/guardians training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, harassment, intimidation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

2. Provide a handout that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, resources available to students who feel that they have been the victim of any such behavior, students' rights and district obligations.

(Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the Coordinator for Nondiscrimination whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the Director of School and Family Support Services shall meet with the student and/or parent(s)/guardian(s) to determine how best to accommodate the student.

NONDISCRIMINATION/HARASSMENT (continued)

(cf. 5145.6 - Parental Notifications)

4. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

5. When 15 percent or more of a school's students speak a single primary language other than English, translate the nondiscrimination policy, related complaint procedures, and all forms for use in the complaint process into that other language. (Education Code 234.1, 48985)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate accommodation(s) to protect students' privacy rights and ensure their safety from threatened or potentially harassing, intimidating, or discriminatory behavior.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the (assistant) principal, any other staff member, or the Coordinator for Nondiscrimination. In addition, any student who observes any such incident should report the incident to the (assistant) principal or Coordinator for Nondiscrimination, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the (assistant) principal or Coordinator for Nondiscrimination, whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator for Nondiscrimination shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

NONDISCRIMINATION/HARASSMENT (continued)

Transgender and Gender-Nonconforming Students

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the guidelines in

Administrative Regulation 5157, Students—Transgender Students, Privacy and Facilities.

The Director of School and Family Support Services shall arrange a meeting with the student and, if appropriate, his/her parent(s)/guardian(s) to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Director of School and Family Support Services shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.

- (cf. 5157 – Transgender Students, Privacy, and Facilities)
- (cf. 6145 - Extracurricular and Cocurricular Activities)
- (cf. 6145.2 - Athletic Competition)
- (cf. 6153 - School-Sponsored Trips)
- (cf. 7110 - Facilities Master Plan)

Administrative
Regulation Reviewed:
November 18, 2014 and December 9, 2014

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, CA

NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student. This includes unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

~~District programs and activities shall be free from discrimination, including harassment, with respect to the actual or perceived_ ethnic group, religion, gender, color, race, ancestry, national origin, and physical or mental disability, age or sexual orientation.~~

~~The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.~~

~~(cf. 1240 - Volunteer Assistance)
(cf. 6145.2 - Athletic Competition)
(cf. 6162.5 - Student Assessment)~~

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.6 - Identification and Education Under Section 504)~~

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

NONDISCRIMINATION/HARASSMENT (continued)

~~The schools shall provide male and female students with separate shower rooms in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.~~

~~The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.~~

~~(cf. 5145.2 - Freedom of Speech/Expression: Publications Code)~~

~~(cf. 5145.7 - Sexual Harassment)~~

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

~~Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. Disciplinary measures will be in compliance with District and state requirements and in consideration of age appropriate consequences.~~

~~An employee who permits or engages in student harassment may be subject to disciplinary action, up to and including dismissal.~~

~~(cf. 4118 - Suspension/Disciplinary Action)~~

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

~~(cf. 5144 - Discipline)~~

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

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

NONDISCRIMINATION/HARASSMENT (continued)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

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

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

(cf. 5144 - Discipline)

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

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

(cf. 5145.2 - Freedom of Speech/Expression)

The Board hereby designates the following position as Coordinator for Nondiscrimination:

Coordinator, State and Federal Programs

Assistant Superintendent, Educational Services

4034 Irving Place

Culver City, CA 90232

(310) 842-4220

Any student who feels that he/she is being harassed should immediately contact the principal or designee, or the ~~nondiscrimination coordinator~~ **Coordinator for Nondiscrimination**. If a situation involving harassment is not promptly remedied by the principal or designee **within 15 days**, it may be referred to the ~~nondiscrimination coordinator~~ **Coordinator for Nondiscrimination**. A complaint may be filed with the Superintendent if the complaint is not promptly remedied by the ~~nondiscrimination coordinator~~ **Coordinator for Nondiscrimination within 15 days**.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

NONDISCRIMINATION/HARASSMENT (continued)

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

NONDISCRIMINATION/HARASSMENT (continued)

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

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

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

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262 Prohibition of discrimination on the basis of sex, especially:

221.5 Prohibited sex discrimination

221.7 School-sponsored athletic programs; prohibited sex discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

49020-49023 Athletic programs

51006-51007 Equitable access to technological education programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

CODE OF REGULATIONS, TITLE 5

4621 District policies and procedures

4622 Notice requirements

PENAL CODE

422.6 Interference with constitutional right or privilege

NONDISCRIMINATION/HARASSMENT (continued)

UNITED STATE CODE, TITLE 42

2000d-2000e-17 Title VI & VII Civil Rights Act of 1964 as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendment

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3a Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

Management Resources:

OFFICE OF CIVIL RIGHTS

Notice of Non-Discrimination, January, 1999

Policy

Adopted: February 3, 1998

Policy

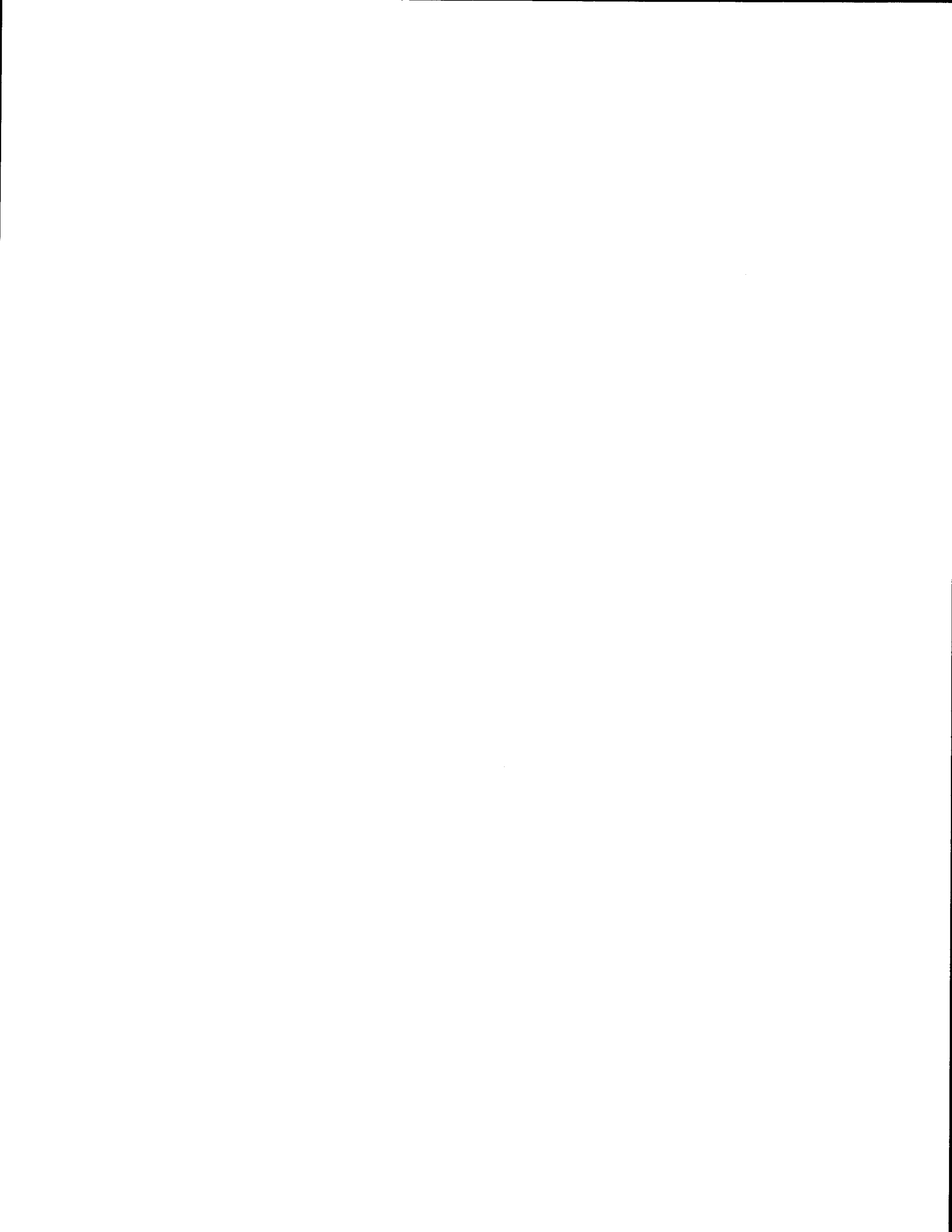
Revised: May 20, 2003

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California

Policy

Reviewed: November 18, 2014 and December 9, 2014



14.3a Certification of the First Interim Report for 2014-2015

In addition to other fiscal requirements, AB 1200 and AB 2756 legislation were enacted to insure full public disclosure of a public school district's financial position in the current and future years. The purpose of the interim reports, as required under AB 1200 and AB 2756, is to establish a procedure for the Board of Education, the public and other interested agencies to receive information regarding the financial condition of a school district during periodic intervals of the fiscal year.

Based upon a review of the interim report, the Board of Education certifies the district in one of the following three categories:

- (1) POSITIVE, if the district will be able to meet its financial obligations for the current fiscal year and subsequent two fiscal years,
- (2) QUALIFIED, if the district may not meet its financial obligations for the current fiscal year and subsequent two fiscal years,
- (3) NEGATIVE, if the district will be unable to meet its financial obligations for the remainder of the current fiscal year and subsequent two fiscal years.

Administration has been refining the budget since its formal September Revision and is submitting the First Interim Report for a Positive Certification based upon budget modifications, reductions and revenue changes made since that time.

In certifying the 2014-15 First Interim Report, the Board understands its fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years. The Board recognizes that this First Interim Report represents revenue and expenditure projections over the multi-year period which are based on the best known information at this time.

RECOMMENDED MOTION: That the Board of Education approve the 2014-15 First Interim Report; and, certify that Culver City Unified School District will be able to meet its financial obligations for the remainder of the current fiscal year and two subsequent fiscal years.

Moved by:

Seconded by:

Vote:

BOARD REPORT

12/9/14

14.3b

14.3b Approval of Memorandum of Understanding with Mathematica Policy Research

In order to participate in the periodic assessment of school meal programs by the U.S. Department of Agriculture Food and Nutrition Service, we need to approve the Memorandum of Understanding (MOU) with Mathematica Policy Research.

RECOMMENDED MOTION: That the Board of Education approve the attached MOU as presented.

Moved by:

Seconded by:

Vote:

**Memorandum of Understanding
Regarding Participation in the School Nutrition & Meal Cost Study**

10/17/2014

Julie Garcia
Director of Food Service
Culver City Unified School District
4401 Elenda Street
Culver City, CA 90230

Dear Ms. Garcia:

Thank you again for speaking with Parker Sexton and agreeing to participate in the School Nutrition and Meal Cost Study (SNMCS). The purpose of this Memorandum of Understanding (MOU) is to summarize requirements concerning the logistics of your School Food Authority's (SFA) participation in the study, and to describe the responsibilities and roles of the Study Team, your SFA, and participating schools over the course of the study.

BACKGROUND

SNMCS will continue the long-standing commitment of the U.S. Department of Agriculture (USDA) Food and Nutrition Service (FNS) to make periodic assessments of school meal programs. While FNS has conducted multiple studies of school nutrition and meal costs to date, the SNMCS is the first such study to be conducted after implementation of major changes designed to increase children's access to healthy foods at school, and to promote the adoption of healthy eating and physical activity habits. It is also the first study to explore both nutrition and cost on a large national scale. This study will provide critical information of interest to USDA, the States, SFAs, and other program stakeholders, which information is not currently available.

The "Study Team" consists of Mathematica Policy Research (Mathematica) and its subcontractors, Abt Associates, Inc. (Abt), Agralytica, and Relyon Media.

UNDERSTANDING

School sites participating in SNMCS from the Culver City Unified School District ("District") include the District and the following schools:

- Culver City Middle
- Culver Park High
- El Marino Elementary

Study Process and Information Needed to Conduct the Study

SNMCS is a one-year study which will occur during the 2014-2015 school year. Members of the Study Team will visit the District and participating schools during one scheduled target week in Winter/Spring 2015. The target week for the District is scheduled as March 16h to March 20th, 2015. The term of this MOU shall commence upon the date in which the District and Mathematica Policy Research both approve and execute the MOU and shall continue until June 30, 2015, unless extended by the mutual written consent of both parties.

District and sampled schools will participate in the following components of the study:

- **Menu Survey:** School Nutrition Managers at sampled schools will be asked to complete this survey for the target week, providing detailed information on the foods offered and served in reimbursable lunches, breakfasts, and afterschool snacks (if offered).
- **SFA Director, School Nutrition Manager, and Principal Surveys:** District's Director of Food Service, School Nutrition Managers, and Principals will be asked to respond to questions that will provide information needed to characterize District policies, the school environment, and foodservice operations.
- **Cafeteria Observations:** Professional data collectors will observe one lunch and one breakfast period in each sampled school to document characteristics of foodservice operations.
- **Student and Parent Interviews:** After first obtaining written parent consent, professional data collectors will interview a small sample of students and their parents in each sampled school to obtain information on student characteristics, dietary intake, and participation and satisfaction with school meals. Students' height and weight will be measured as part of the interview. Data collection activities will differ for elementary school students and those in middle and high schools and have been designed to be age appropriate. Kindergarten and prekindergarten students will not be included in the study.

Lists of enrolled students will need to be provided through secure transmission in advance of the target week for the selection of sampled students. Student names, contact information, grade level, and eligibility for free or reduced price meals will be required for sampled students.

To augment the data collected in the interviews, the data collectors will also need information from school nutrition staff on whether each sampled student participated in the school meal programs during the target week.

- **Competitive Foods Checklists:** A member of the school staff will be asked to complete a simple set of forms detailing the availability of vending machine items and other sources of food and beverages, such as school stores.

The study does not include any classroom visits, nor will it impact your curriculum.

Legal Authority to Collect Information

Section 305 of the Healthy, Hunger Free Kids Act of 2010 (HHFKA, Public Law 111-296), amended Section 28 of the Richard B. Russell National School Lunch Act (NSLA, 42 U.S.C. 1769i), to require that participants in programs authorized under the HHFKA and the Child

Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) cooperate with contractors acting on behalf of the USDA Secretary in conducting evaluations and studies under those Acts. FNS awarded Mathematica USDA Contract No. AG-3198-C-13-0001 to conduct SNMCS.

The NSLA also authorizes Mathematica, as a contractor to FNS to conduct SNMCS, to receive all eligibility information obtained through the free and reduced price meals or free milk eligibility process. See 42 U.S.C. 1758; 7 C.F.R. 245.6(f).

Further support for your disclosure of the requested information to Mathematica without parental consent may also be found at 34 C.F.R. 99.31(a), implementing the Family Education Rights and Privacy Act (FERPA).

Privacy Protection Provisions

The privacy of the information collected will be protected in accordance with Exhibit A to this MOU, which is hereby incorporated as an integral part of this MOU. The provisions included in Exhibit A meet or exceed the privacy protection requirements and other required terms and conditions of nondisclosure agreements under FERPA.

OMB and IRB Approval

The collection of information for SNMCS has been approved by the Office of Management and Budget (OMB) and an Institutional Review Board (IRB) as required by research regulations that apply to federally-funded research that qualifies as human subject research. Additional information regarding receipt of these approvals will be made available to you upon your request.

Compensation for Data Collection Burden

We realize that participation in the SNMCS will place additional demands on the School Nutrition Managers at Culver City Middle, Culver Park High, and El Marino Elementary in the District. Mathematica will provide a \$50 incentive to the School Nutrition Manager (or other individual primarily responsible for completing the Menu Survey, as identified by the District) at each school participating in the study, to compensate for the time and burden associated with completing the Menu Survey. In addition, school liaisons at each school will receive a \$75 incentive as a “thank you” payment for assisting with student and parent data collection as well as completing the Competitive Foods Checklists. The incentive will be paid as follows: \$40 following completion of sampled student and parent consent plus \$35 following completion of data collection. All incentives will be pooled collectively and the total amount will be made in a single payment to the District.

Availability of Final Report

The USDA will make the study’s final report available on its website. At this time the estimated time of release is mid-2017.

Next Steps

Rachel Sutton-Heisey from Mathematica will be responsible for overseeing the field team, scheduling onsite visits, and coordinating data collection with you and participating schools. Her contact information is:

Rachel Sutton-Heisey
Mathematica Policy Research
P.O. Box 2393
Princeton, NJ 08543-2393

Phone: (844) 872-0313
Fax: (609) 799-0005
Email: schoolnutritionstudy@mathematica-mpr.com

Eric Zeidman is the study's survey director. Mr. Zeidman's contact information is provided below. Feel free to contact Mr. Zeidman if you need more information about the study or have any concerns in conducting study activities.

Eric Zeidman
Mathematica Policy Research
P.O. Box 2393
Princeton, NJ 08543-2393

Phone: (609) 936-2784
Fax: (609) 799-0005
Email: EZeidman@mathematica-mpr.com

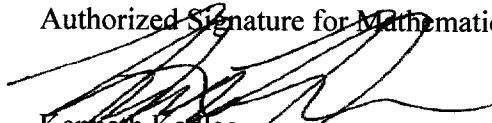
If the plan described in this MOU is acceptable and consistent with your understanding of the study, please sign at the bottom and return a signed copy to Mathematica in Portable Document Format (PDF) by email at schoolnutritionstudy@mathematica-mpr.com or by fax to (510)830-3701 attention Parker Sexton.

We appreciate your assistance with this important study, and look forward to working with you.

Sincerely,

Michael Ponza
SNMCS Project Director

Authorized Signature for Mathematica:



Kenneth Kadlec
Associate Director, Contracts

For signature by the participating SFA and School District:

This plan described in this MOU, including Exhibit A, accurately describes the plan for including Culver City Unified School District in the School Nutrition and Meal Cost Study.

District Official Signature:

Printed Name:

Title:

SFA/District Name:

Address:

Exhibit A

SNMCS Memorandum of Understanding

Privacy Provisions and Other Terms and Conditions

This Exhibit A is hereby incorporated as an integral part of the Memorandum of Understanding (MOU) to which it is attached, entered into by Culver City Unified School District (the District) and Mathematica Policy Research, Inc. (Mathematica) for the purpose of permitting the Study Team to obtain access to the information required to complete the SNMCS, as summarized in the MOU.

To obtain access to the student directory information and other personally identifiable information (Student Information) described in the MOU, Mathematica and the District agree to the following.

1. Mathematica agrees, in all respects, to comply with all relevant provisions of law, including the provisions of the Family Education Rights and Privacy Act (FERPA). For purposes of this MOU, FERPA includes any amendments or other relevant provisions of federal law, as well as all requirements of Chapter 99 of Title 34 of the Code of Federal Regulations. Nothing in this MOU may be construed to allow any party to maintain, use, disclose or share Student Information in a manner not allowed by federal law or regulation.
2. Mathematica agrees to use the Student Information obtained under the MOU for no purpose other than for the purpose described therein. Mathematica further agrees that access to Student Information provided under this MOU will be shared within the SNMCS Study Team on a "need to know" basis.
3. Mathematica agrees to require all employees, contractors, and agents of any kind, working on or providing services relating to the SNMCS, to comply with all applicable provisions of FERPA and other applicable federal and state laws, with respect to the Student Information shared pursuant to the MOU.
4. Mathematica agrees to require and maintain an appropriate confidentiality agreement from each Mathematica Study Team employee, contractor or agent with access to Student Information.
5. Mathematica agrees to maintain all Student Information in a secure physical or digital environment and not copy, reproduce or transmit Student Information except as necessary. All copies of data of any type, including any modifications or additions to data from any source that contains Student Information, are subject to the provisions of the MOU in the same manner as the original information.

6. Mathematica agrees to not disclose any Student Information in a manner that could identify an individual student to any other entity in published results of the SNMCS.
7. Mathematica agrees to destroy all Student Information when it is no longer needed for the purpose of the study, which date is anticipated to be February 14, 2017. Upon the District's request, Mathematica will promptly certify in writing that this destruction has occurred. Nothing in the MOU authorizes Mathematica to maintain Student Information beyond this time period without the consent of the District, which shall not unreasonably be withheld.
8. Information collected as part of SNMCS will be kept private to the extent provided by law. No information provided to the USDA in reports or data will be attributed to specific survey respondents. This includes both data collected by Mathematica and any administrative data provided to Mathematica by participating SFAs and schools. De-identified data from this study will be provided to USDA, and aggregate measures of subgroups of SFAs may be included in the study's reports.
9. Mathematica understands that the District may cancel the MOU immediately upon discovery of non-compliance with any applicable federal or state laws, rules, or regulations, or upon determination that Student Information has been released in a manner inconsistent with the MOU or has not been maintained in a secure manner.
10. The MOU may be modified or amended provided that any such modification or amendment is in writing and signed by all parties. It is agreed, however, that any amendments to laws, rules, or regulations cited herein will result in the correlative modification of this MOU, without the necessity for executing written amendment.
11. Neither this MOU, nor any rights, duties, nor obligations described herein shall be assigned by Mathematica without the prior express written consent of the District.
12. All terms and conditions of this MOU are embodied herein. No other terms and conditions will be considered a part of this MOU unless expressly agreed upon in writing and signed by all parties.
13. In the unlikely event that Mathematica is required by subpoena or other court order to disclose any Student Information, Mathematica will provide immediate notice of the request to the District and will use reasonable efforts to resist disclosure until an appropriate protective order may be sought, or a waiver of compliance with the relevant provisions of the MOU granted.

The District shall not be held liable or responsible for errors or omissions, or any decisions made by Mathematica, in reliance upon any information provided by the District.

14. Mathematica agrees that the Student Information is of a special character, such that money damages would not be sufficient to avoid or compensate the District, its employees, agents and students for any unauthorized use or disclosure thereof, and that injunctive and other equitable relief would be appropriate to prevent any actual or threatened unauthorized use or disclosure. This remedy may be pursued in addition to any other remedies available at law or in equity, and Mathematica agrees to waive any requirement for the securing or posting of any bond.
15. Mathematica agrees to indemnify and hold harmless the District, its officials and employees, agents, and subcontractors from, and defend the District against, any liability or expenses (including reasonable attorneys' fees and costs) arising out of or relating to (a) any unauthorized or unlawful disclosure of Student Information obtained hereunder; or (b) any breach of the MOU by Mathematica or any member of the Study Team.
16. Mathematica shall notify the District promptly upon discovery of any unauthorized use or disclosure of Student Information and will cooperate with the District in every reasonable way to regain control of such Student Information and mitigate the consequences of its disclosure, and preventing its further unauthorized use.
17. The law of the State in which the District is located will govern the interpretation of this MOU, without reference to rules regarding conflicts of law.
18. All notices required or permitted to be given hereunder shall be provided in writing and shall be deemed given when delivered by hand, sent by courier or other express mail service, postage prepaid, or transmitted by facsimile, and shall be addressed to a party at the address identified in the MOU.
19. If any provision of this MOU is determined by any court of competent jurisdiction to be invalid or unenforceable, such provision shall be interpreted to the maximum extent to which it is valid and enforceable, all as determined by such court in such action, and the remaining provisions of the MOU will continue in full force and effect, without being impaired or invalidated in any way.
20. This MOU and Exhibit A constitute the parties' entire agreement with respect to the subject matter herein and supersede any and all prior statements or agreements, both written and oral.

BOARD REPORT

12/9/14

14.3c

14.3c Authorize the Superintendent to Negotiate and Sign an Agreement for Program Management Services

In order to move forward in a timely manner with the services to be provided by the program management firm, we need to authorize the Superintendent to negotiate and sign an agreement with the firm to be selected by the panel later this month.

RECOMMENDED MOTION: That the Board of Education authorize the Superintendent to enter into an agreement with the selected program management services firm.

Moved by:

Seconded by:

Vote:

14.3d Certification of Signatures for Warrants, Orders for Salary Payment, Notices of Employment and Related Documents

Education Code Sections 35143, 42632, and 42633 provide that the Governing Board authorize signatures for warrants, orders for salary payment, notices of employment and other related documents. The verified signatures of each person so authorized, including Board members, must be filed with the Division of School Financial Services per Education Code 35143.

RECOMMENDED MOTION: Effective December 9, 2014, that any one of the following be authorized to sign for warrants, salary payment, orders for salary payment, notices of employment, and other related documents: David La Rose, Superintendent; Kati Krumpe, Assistant Superintendent, Educational Services; Leslie Lockhart, Assistant Superintendent, Human Resources; Michael Reynolds, Assistant Superintendent, Business Services; and Sean Kearney, Director, Fiscal Services;

Approve the omission of signatures of District officials from "A" warrants;

Authorize the Superintendent, David La Rose; Assistant Superintendent, Educational Services, Kati Krumpe; Assistant Superintendent, Human Resources, Leslie Lockhart; and Assistant Superintendent, Business Services, Michael Reynolds to sign approved contracts and agreements;

Authorize the Director of Pupil Services, Andrew Sotelo, and the Director of Special Education, Jo-Anne Cooper, to sign mediation and fair hearing settlements and due process agreements for fees and services not to exceed \$20,000;

Authorize the Superintendent, David La Rose; Assistant Superintendent, Business Services, Michael Reynolds; and Director of Fiscal Services, Sean Kearney, to represent the District in Joint Powers Agreements (JPA);

Authorize the Superintendent, the Assistant Superintendent, Business Services and the Director of Fiscal Services to establish bank accounts in the District's name and authorize as signators of District accounts, David La Rose, Michael Reynolds and Sean Kearney;

Authorize Mary Caruso, Director of Purchasing, to sign purchase orders and agreements; and

Authorize the Assistant Superintendent, Business Services, Michael Reynolds, to sign change orders through December 8, 2015.

Moved by:

Seconded by:

Vote:

CULVER CITY UNIFIED SCHOOL
DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: December 9, 2014 to December 8, 2015

In accordance with governing board approval dated December 9, 20 14.

Signature _____
Clerk (Secretary) of the Board

Typed Name _____
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME	
President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE	INITIALS
TYPED NAME	
David LaRose	
TITLE Superintendent	
SIGNATURE	INITIALS
TYPED NAME	
Mike Reynolds	
TITLE Assistant Superintendent, Business Services	
SIGNATURE	INITIALS
TYPED NAME	
Leslie Lockhart	
TITLE Assistant Superintendent, Human Resources	
SIGNATURE	INITIALS
TYPED NAME	
Kati Krumpke	
TITLE Assistant Superintendent, Educational Services	
SIGNATURE	INITIALS
TYPED NAME	
Mary Caruso	
TITLE Director, Purchasing & Warehouse	
SIGNATURE	INITIALS
TYPED NAME	
Sean Kearney	
TITLE Director, Fiscal Services	
SIGNATURE	INITIALS
TYPED NAME	
Jo-Anne Cooper	
TITLE Director, Special Education	

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
1	1
NOTICES OF EMPLOYMENT	CONTRACTS
1	1

CULVER CITY UNIFIED SCHOOL
DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: December 9, 2014 to December 8, 2015

In accordance with governing board approval dated December 9, 20 14.

Signature _____
Clerk (Secretary) of the Board

Typed Name _____
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME	
President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE	INITIALS
TYPED NAME	
Andrew Sotelo	
TITLE Director, Pupil Services	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
1	1
NOTICES OF EMPLOYMENT	CONTRACTS
1	1

BOARD REPORT

14.4a Approval is Recommended for Resolution #8-2014/2015 (HR), Action to Reinstate Two Classified Positions Previously Eliminated on Resolution #21-2012/2013 (HR)

Due to the needs of the District and the pupils it serves, it is necessary to take action to reinstate two Clinical Counselor Intern positions previously eliminated for lack of work and/or lack of funds.

RECOMMENDED MOTION: It is recommended that the Board approve Resolution #8-2014/2015 (HR), to reinstate two classified positions as presented.

Moved:

Seconded by:

Vote:

**RESOLUTION #8-2014/2015 (HR), ACTION TO REINSTATE TWO CLASSIFIED POSITIONS
PREVIOUSLY ELIMINATED ON RESOLUTION #21-2012/2013 (HR)**

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

<u>Position</u>	<u>No. Affected</u>	<u>IMPACT</u>
Clinical Counselor Intern (SELPA) – 3.9 hours per day, 10 months per year	2	Reinstate

BE IT FURTHER RESOLVED by the Governing Board as follows:

1. That it is in the best interest of the District and of the pupils of the District that the Board reinstate said classified positions as specified above.
2. That said reinstatement shall become effective on December 10, 2014.

Adopted by the Governing Board of the Culver City Unified School District on December 9, 2014, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

Clerk, Governing Board of the
Culver City Unified School District

12/9/14
14.4b

BOARD REPORT

**14.4b Approval is Recommended to Reinstate Certificated Administrative
Job Classification – Elementary School Counselor**

Due to the needs of the District and the students it serves, it is necessary to reinstate the Certificated Administrative Job Classification – Elementary School Counselor, a position previously eliminated due to reduction of average daily attendance referenced on Resolution #21 -2007/2008 (HR).

RECOMMENDED MOTION: That the Board of Education approve to Reinstate Certificated Administrative Job Classification – Elementary School Counselor, as presented.

Moved by:

Seconded by:

Vote:

12/9/14
14.4c

BOARD REPORT

14.4c Approval is Recommended for New Certificated Administrative Job Classification and Job Description – Mental Health Case Manager Assessor

It is recommended practice that the Board of Education approves new job classifications and job descriptions to reflect new duties and responsibilities based on the current needs of the District. District Administration has created a new certificated job classification of Mental Health Case Manager Assessor and has developed a new job description. See attached copy.

RECOMMENDED MOTION: That the Board of Education approve the New Certificated Administrative Job Classification and Job Description – Mental Health Case Manager Assessor as presented.

Moved by:

Seconded by:

Vote:

DRAFT

CULVER CITY UNIFIED SCHOOL DISTRICT

CLASS TITLE: MENTAL HEALTH ASSESSMENT CASE MANAGER

BASIC FUNCTION:

Provide Psycho-educational and Mental Health Assessment services to students referred for possible Educationally Related Intensive Counseling Services (ERICS) including Residential Treatment Center (RTC) placement. Utilizes current assessment practices to help identify the learning, social-emotional and behavioral needs of students so as to assist in the development of specific Individual Education Program (IEP) goals and objectives. The Mental Health Assessment Case Manager also provides services to member district IEP teams regarding educationally related mental health services. For students who are residentially placed, in or out of California, travel will be required to help determine progress towards IEP goals and appropriate placement consistent with the concept of Least Restrictive Environment (LRE).

REPRESENTATIVE DUTIES

- Conducts interviews, assessments and observations of students.
- Participates in IEP and other meetings.
- Prepares reports providing insight with respect to underlying factors inhibiting growth in educational, social-emotional and behavioral functioning.
- Provides training to parents, students, district personnel and others.
- Assesses the educational, social-emotional and behavioral needs of students who are placed residentially by visitation or other means of communication.
- Consults with parents, teachers and other district personnel regarding specific student needs.
- Performs related duties as required.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Hierarchy of mental health and psycho-social interventions, and psychological counseling techniques for emotionally disturbed students and their families.
- The IEP process and Federal and State laws pertaining to individuals with disabilities.
- Instruments utilized in the assessment of psycho-educational and social-emotional factors underlying the learning process.
- Techniques and processes used to assess psychiatric history, mental status, personality, family dynamics, developmental trauma, self-concept and competency.
- Federal and State regulations governing the identification of students qualifying for Special Education services.
- Special Education Local Plan Area (SELPA), school district operations and an array of Special Education placement and service options.

ABILITY TO:

- Identify the emotional needs of students.
- Work as part of a multidisciplinary educational support team.
- Provide in-service training
- Work independently.
- Communicate effectively both orally and in writing.
- Maintain accurate records.
- Meet deadlines.
- Establish and maintain professional relationships.
- Travel as necessary to assess and help meet student needs.
- Conduct comprehensive, psycho-educational/social-emotional case studies.
- Testify in due process and other related hearings and trials.

EDUCATION AND EXPERIENCE:

Valid California School Psychologist Credential and one of the following:

- Licensed Marriage and Family Therapist (LMFT)
- Licensed Clinical Social Worker (LCSW)
- Licensed Clinical Psychologist
- Licensed Educational Psychologist

WORKIKNG CONDITIONS:

ENVIRONMENT

Office and classroom environment; subject to constant interruptions.

PHYSICAL ABILITIES:

Sitting for extended periods of time, talking/hearing, and near and far visual acuity/depth perception/color vision/field of vision and ability to drive a vehicle.

HAZARDS:

Exposure to potentially volatile and emotional students and parents.

SALARY:

<u>Range</u>	<u>Annual Salary</u>	<u>Work Days Per year</u>	<u>Pay Periods Per Year</u>
003	\$89,379.80-\$94,764.12	195	11

15.1 Annual Governing Board Organizational Meeting - Ed. Code 35143

ELECTION OF OFFICERS:

President

Nominations:

Elected:

Vice President

Nominations:

Elected:

Clerk

Nominations:

Elected:

Voting Representative to the Los Angeles County School Trustees Association and Representative to Elect Members to the County Committee on School District Organization

Nominations:

Elected:

APPOINTMENTS:

Parliamentarian

Representatives to the Board of Education/City Council Liaison Committee

- 1.
- 2.
- 3.

(Alternate)

Representative to the Sandy Segal Youth Health Center Committee

Representative to the District Community Arts Committee

Representative to the Fineshriber Foundation

Liaison to the Culver City Education Foundation

Culver City Compact

15.2 Self-Evaluation of the Board

Board members will complete a self-assessment of their collective governance of/for the current Board meeting. Prior to adjournment, one Board member will complete and share his/her assessment of Board performance by answering the following questions:

In your opinion, did every Board Member?

Study the agenda prior to the meeting and clarify questions in advance?

Participate in the meeting, with no one dominating?

Listen attentively as each participant spoke, avoiding side conversations?

Treat each other with respect and courtesy?

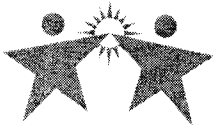
Contribute to an atmosphere of trust and openness?

Focus on governance rather than operations during presentations and discussions?

Follow the agenda and not get sidetracked?

Was information provided in a manner that made it easily understandable?

Was the agenda well-planned to focus on the work of the Board?



Culver City Unified School District Board Self Assessment



CULVER CITY
UNIFIED SCHOOL DISTRICT

Evaluator _____ Date: _____

1=Failing 2=Poor 3=Satisfactory 4=Good 5=Commendable

In your opinion, did every Board Member:

1 2 3 4 5

					Study the agenda prior to the meeting and clarify questions in advance?
					Participate in the meeting, with no one dominating?
					Listen attentively as each participant spoke, avoiding side conversations?
					Treat each other with respect and courtesy?
					Contribute to an atmosphere of trust and openness?
					Focus on governance rather than operations during presentations and discussions?
					Follow the agenda and not get sidetracked?
					Was information provided in a manner that made it easily understandable?
					Was the agenda well-planned to focus on the work of the Board?

Comments:

CCUSD: Success for ALL Takes US ALL!