BOARD MEETING NOTICE AND AGENDA

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

City Hall, Mike Balkman Chambers
9770 Culver Blvd., Culver City, CA 90232

November 26, 2013

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
Katherine Paspalis, Esq., President
Patricia Siever, Professor, Vice President
Nancy Goldberg, Clerk
Laura Chardiet, Member
Karlo Silbiger, 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 §54947)

3.3 Conference with Legal Counsel – Anticipated Litigation – Significant exposure to litigation (Pursuant to GC §54956.9)
(1 Potential Case)

3.4 Public Appointment/Employment (Pursuant to GC §54947)
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
Katherine Paspalis, Esq., President
Patricia Siever, Professor, Vice President
Nancy Goldberg, Clerk
Laura Chardiet, Member
Karlo Silbiger, 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 12, 2013
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 Common Core Budget Plan

9.8 Approval is Recommended for the Disposal of Surplus Equipment

9.9 Approval is Recommended to Ratify Nutrition Agreement between Culver City Unified School District and Pepperdine University

10. AWARDS, RECOGNITIONS AND PRESENTATIONS - None

11. PUBLIC RECOGNITION

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

11.1 Superintendent's Report

11.2 Assistant Superintendents' Reports

11.3 Student Representative's 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 CCUSD "Snapshot"

12.2 Capital Needs Update and Next Steps

12.3 Report on Extra Duty Assignments

13. RECESS - (Reception for Outgoing Board Members)

14. ACTION ITEMS

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

14.1 Superintendent's Items - None

14.2 Education Services Items - None

14.3 Business Items

14.3a Approval is Recommended to Authorize the Superintendent to Sign Agreement between Culver City Unified School District and CWE

Motion by _____ Seconded by _____ Vote _____

14.4 Personnel Items - None

15. BOARD BUSINESS - None

16. ADJOURNMENT

Motion by _____ Seconded by _____ Vote _____

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

FUTURE MEETINGS

December 10 – 7:00 p.m. – Regular Meeting (6:00 p.m. Closed Session), Linwood Howe Elementary (Cafetorium), 4100 Irving Pl.
January 14 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office (Board Room) 4034 Irving Pl.

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:	**Regular Meeting**	**Date:**	**November 12, 2013**
Place:	**District Administration Office**	**Time:**	**6:00 p.m. – Public Meeting**
	4034 Irving Place		**6:01 p.m. – Closed Session**
	Culver City 90232		**7:00 p.m. – Public Meeting**

Board Members Present
Katherine Paspalis, Esq., President
Nancy Goldberg, Clerk
Laura Chardiet, Member
Karlo Silbiger, Member

Staff Members Present
David LaRose, Superintendent
Kati Krumpe
Leslie Lockhart
Mike Reynolds

Call to Order
Board President Ms. Paspalis called the meeting of the Culver City Unified School District Board of Education to order at 6:00 p.m. The Board adjourned to Closed Session at 6:01 p.m. and reconvened the public meeting at 7:00 p.m. with four Board members in attendance. Ms. Siever was not present. Kelly Wilcox led the Pledge of Allegiance.

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

7. Public Hearing

7.1 Association of Classified Employees (ACE) Initial Collective Bargaining Proposal to the Culver City Unified School District (CCUSD) for the 2013-2014 School Year
Ms. Paspalis opened the public hearing at 7:03 p.m. With no comments from the audience Ms. Paspalis closed the public hearing at 7:04 p.m.

7.1 Culver City Unified School District (CCUSD) Initial Collective Bargaining Proposal to the Association of Classified Employees (ACE) for the 2013-2014 School Year
Ms. Paspalis opened the public hearing at 7:05 p.m. George Laase stated that it is hoped in his household that the District find the money to be an "equal partner" in health benefits. Last he checked in 2010 the employees were paying 56% and the District was paying 44%. With no additional comments from the audience Ms. Paspalis closed the public hearing at 7:07 p.m.

8. Adoption of Agenda
It was moved by Ms. Chardiet and seconded by Ms. Goldberg that the Board adopt the November 12, 2013 agenda as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

9. Consent Agenda
Ms. Paspalis called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. No items were withdrawn. It was moved by Ms. Chardiet and seconded by Ms. Goldberg to approve Consent Agenda Items 9.1 – 9.7 as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

9.1 Minutes of Regular Meeting – October 22, 2013
9.2 Purchase Orders
9.3 Acceptance of Gifts – Donations
9.4 Certificated Personnel Reports No. 7
9.5 Classified personnel Reports No. 7

9.6 Enrollment Report
9.7 Disposal of Surplus Equipment

10. Awards, Recognitions and Presentations

10.1 CCUSD – Power of Us Recognition

Mr. LaRose informed the Board about this new monthly agenda item that 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. Dr. Krumpe informed the Board about the District partnerships with Loyola Marymount University, the Cotsen Foundation who have been providing strong professional development to our K-12 math teachers, and The Leonetti O'Connell Family Foundation. She spoke about how none of the current work being done would be possible without the hard work and dedication of our math teachers. They go above and beyond the call of duty. She said their work is not to go unrecognized or commended. Dr. Krumpe presented the teachers with certificates that have been participating in the program and "CCUSD Power" of US t-shirt.

11. Public Recognition

11.1 Superintendent's Report

Mr. LaRose began his report by acknowledging Ms. Slabbinck, Principal at La Ballona Elementary School, and her staff as they have been notified that the school is eligible to receive the 2014 California Distinguished School honor. Mr. LaRose announced that the Superintendent from Berkeley Unified School District along with his Cabinet members and principals will be visiting the High School next week to look at some of the work being done there regarding closing the achievement gap. There was also a visit from a Southern California public radio staff member who was doing a story on symphonic jazz. She had been taking a look at how symphonic jazz is being used at some of our schools. Mr. LaRose announced that Student Board Member, Roy Gonzalez, has made won his primary election is advancing to the final round in the statewide Lieutenant Governor election in Youth and Government. Ms. Goldberg gave Mr. Gonzalez commendations saying that he is our first major contender for the position. Ms. Paspalis added that two other students made it to the primaries. The first is Simon Johnson for Forearm Speaker of the Assembly and her son Matt Paspalis won Forearm Sergeant at Arms.

11.2 Assistant Superintendents' Reports

Dr. Krumpe reported that the Math Achievement Committee met to finalize the Middle School math sequences for 2014-2015 school year. They have completed the Middle School pathways and the math pathway recommendations will come to the Board in December. Dr. Krumpe provided the Board with a tentative schedule that she and Mr. LaRose prepared for "mini-Board workshops starting at 4:45 p.m. and taking place before the regular Board meetings. She explained what information would be covered at these workshops. Ms. Paspalis asked where were other subjects such as social studies, languages, and the arts in the planning of curriculum. Dr. Krumpe stated that the District has not been given that information yet. She also spoke about the requirements with the local control funding that the District receives.

Mrs. Lockhart reported that negotiations will take place with CCFT on November 14th. Since the public hearing took place with ACE we can start negotiations. She also reported on her attendance at the ACSA Leadership Summit which consisted of three days of workshops.

Mr. Reynolds provided the Board with a budget status report. He stated he received the information from the Department of Finance and the District is looking very good financially.

11.3 Student Representatives' Reports

Middle School Student Representative

Natalya Tapia, Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including reported that Thanksgiving O'Grams are being sold but they are for the teachers, so they are called the "Thank you Teacher O'Grams." The Middle School is also contributing to the Back Pack for kids program and they are trying to get the students to donate canned spaghetti sauce. The dance was two weeks ago and the school made one thousand dollars in profit.

Culver Park Student Representative

Wendy Gonzalez, Culver Park High School Student Representative, reported on activities at Culver Park High School, including the Sweater Forums and there has been a lot of student interest. She stated the school was participating in the fundraising for the Back Pack for Kids program and they are tying to get the student to donate canned fruit.

Culver City High School Student Representative/Student Board Member

Roy Gonzalez, Student Board Member, thanked Board members for their encouraging words. He also congratulated the three winners of the School Board elections and informed the Board how the elections were followed by students at school. It had a very positive effect. Nick Guthman, ASB President turned eighteen two weeks before the elections and had his first opportunity to vote. They started a Young Political Club at the High School and tried to rally anyone that could vote to go and vote. He reported on activities at Culver City High School, including a House of Representatives meeting which was very productive ASB this year is trying to embody the fact that it is a student government. So they are adopting a bicameral legislature in the school and using the ASB and the House of Representatives as the Senate. They're doing a new process called Proposal Making. The first proposal passed through administration which is to incorporate birthdates on the school I.D. to show the students' age. ASB is trying to fundraise for more charitable events such as the Back Pack for Kids Program and for people in the Philippines that have suffered after the recent events. AVPA is performing "12 Angry Jurors." Mr. Gonzalez provided the Board with updates on the various team sports in the school such as the girl's volleyball team being undefeated, and the football team being undefeated in the league. The first Centaurian Leadership Conference was held and there were about eighty people in attendance and there were three workshops. Mr. Gonzalez thanked Mr. LaRose for arranging the sponsors for the event which were Sony, Jackson Market and Culver City Toyota. He said that Nick Guthman spoke to Council Member Jim Clarke who suggested that the students try to reach out to the non-profit organizations in Culver City to see if they need help which in turn would help the seniors with obtaining their service credits if they are short.

Nick Guthman, ASB President, arrived at the meeting and congratulated Simon Johnson and Matt Paspalis for their achievements with Youth and Government. Mr. Guthman stated that he spoke to Council Member Jim Clarke who proposed the idea of a Non-Profit Faire. The faire would be to try to get non-profit companies/organizations in Culver City to partner with Culver City High School to assist with service hours. Todd Johnson, father of Simon Johnson, wanted to add that he was very impressed with the high school seniors in Sacramento and how great they were with the kids.

11.4 Members of the Audience

Members of the audience spoke about:

- Todd Johnson spoke about his attendance, along with Shea Cunningham, at the Green Schools Summit in Pasadena. The District was commended as a Leadership District and we were awarded with the commendation for the category of energy as it relates to the Green 5 Program. Mr. Johnson read what was inscribed on the award.
- Michelle Mayans produced the Us Snow Farm event at West Los Angeles College and wanted to clarify the teachers that helped produced the event. It would not have been as successful without teachers, Kelly Tarvyd, Genevieve Gilbert Rolfe, and Brandy Peacock. They were amazing.

11.5 Members of the Board

Board Members spoke about:

- Ms. Chardiet stated that it was great to have teachers present at the meeting tonight. The CCEF Benefactors Breakfast was great this morning and very fulfilling to see. She feels that rolling out the common core curriculum is going to be "tricky and challenging" but as long as we have communication it should be okay.
- Mr. Silbiger stated that he thinks the workshops are a good idea but he was not sure about the time of 4:45 p.m. He said that it could be hard for parents to attend. Mr. Silbiger reported that there was a bond meeting with Keygent and it seemed like it went well. He noted that there were fewer questions from the

community at the meeting which could mean that there is a better understanding of the process starting to happen.

- Ms. Goldberg agreed that one meeting after another might be difficult for some to attend, such as a "mini Board workshop" to precede a regular Board meeting. She stated that was proud of the Environmental Sustainability Committee and feels that she has been a part of it from the beginning. Ms. Goldberg feels that the atmosphere post-election has been less contentious which she appreciates. She attended AVPA's "12 Angry Jurors" which was great.
- Ms. Paspalis stated that she appreciates the service of Mr. Silbiger and Ms. Siever, and she looks forward to working with the new Board members. She went to the Benefactor's Breakfast at Akasha and it was really inspiring. She commented on how much Downtown Culver City has changed and improved. These changes along with the schools bring a great value to the City. She appreciates being part of a great city. Ms. Paspalis reported on her attendance at the Linwood Howe and La Ballona and El Marino fall carnivals and they were all great and well attended. She is looking forward to seeing "12 Angry Jurors." She thanked everyone for supporting her son.

12. Information Items

12.1 CCUSD PLC – Question 2 – How will we know if they know it?

Dr. Krumpe shared details of our efforts to collaboratively design common assessments for each identified essential standard and emphasized how this process is critical to our effective implementation of common core. She also shared the status of state testing for the 2013-2014 school year and the expected testing for the 2014-2015 school year. Dr. Krumpe also spoke about the funding for common core. Mr. Silbiger thanked Dr. Krumpe for her presentation and asked about the costs to the District and how many days of testing are we anticipating. Dr. Krumpe stated that there will be one class period for math and one class period for ELA testing. He also inquired about the assessments. Dr. Krumpe explained how the assessments will be built. Mr. Silbiger thinks it would be beneficial to have the teachers from each grade level come together to prepare the assessment questions. Ms. Chardiet stated that over the past five years the District has spent a lot of time on the arts and wanted to know how the integration piece is going to work. Dr. Krumpe explained that they are working with the Music Center and the teachers are very interested in keeping the art integration lessons. Ms. Goldberg stated that she is frustrated with all of the testing and she thought with common core there would be less testing, but there isn't. She thinks there needs to be a policy on the requirements for testing. Ms. Goldberg also asked how we really deal with the very advanced students when you are trying to teach standards. Mr. LaRose explained what the staff outlook is on trying to work with all students, and how we are trying to create a system that is designed internally to address the needs of all students.

13. Recess

The Board agreed to bypass recess.

14. Action Items

14.1 Superintendent's Items - None

14.2 Education Services Items

14.2a Approval is Recommended for the Agreement between Loyola Marymount University and Culver City Unified School District

It was moved by Mr. Silbiger and seconded by Ms. Chardiet that the Board approve the Agreement between Loyola Marymount University and Culver City Unified School District as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.3 Business Services Items

14.3a Approval is Recommended for the Agreement between Culver City Unified School District and Alliant Consulting

It was moved by Ms. Goldberg and seconded by Ms. Chardiet that the Board approve the Agreement between Culver City Unified School District and Alliant Consulting as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.3b Approval is Recommended to Ratify the Addendum to the Site Maintenance Lease Lease-Back Agreement with Balfour Beatty Company

It was moved by Ms. Goldberg and seconded by Ms. Chardiet that the Board approves to Ratify the Addendum to the Site Maintenance Lease Lease-Back Agreement with Balfour Beatty Company as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.4 Personnel Items

14.4a Approval is Recommended for Resolution #3-2013/2014 (HR), Regarding Layoff of Classified Vacant Position (Clerk Typist II-Security)

It was moved by Ms. Chardiet and seconded by Ms. Goldberg that the Board approve Resolution #3-2013/2014 (HR), Regarding Layoff of Classified Vacant Position (Clerk Typist II-Security) as presented. Mr. Silbiger asked if this item had the approval of ACE President Debbie Hamme. Mrs. Lockhart confirmed. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.4b Approval is Recommended for New Classified Job Classification and Job Description – Security Communications Technician

It was moved by Ms. Goldberg and seconded by Ms. Chardiet that the Board approve the New Classified Job Classification and Job Description – Security Communications Technician as presented. Ms. Paspalis stated that she assumes this item has the approval of Ted Rochetti the Supervisor of Security. Mrs. Lockhart confirmed. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.4c Approval is Recommended for the 2013/2014 Initial Collective Bargaining Proposal from the Culver City Unified School District (CCUSD) to the Association of Classified Employees (ACE) for the 2013/2014 School Year

It was moved by Ms. Goldberg and seconded by Ms. Chardiet that the Board approve the 2013/2014 Initial Collective Bargaining Proposal from the Culver City Unified School District (CCUSD) to the Association of Classified Employees (ACE) for the 2013/2014 School Year as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

15. Board Business - None

Adjournment

There being no further business, it was moved by Ms. Chardiet, seconded by Ms. Goldberg and unanimously approved to adjourn the meeting. Board President Ms. Paspalis adjourned the meeting at 8:38 p.m.

Approved: _____ Board President

_____ Superintendent

On: _____ Date

_____ Secretary

9.2 PURCHASE ORDERS AND WARRANTS

The attached purchase order list and warrants report are submitted to the Board of Education 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 3, 2013 through November 16, 2013 is $387,513.41. Warrants issued for the period October 11, 2013 through November 14, 2013 total $7,032,995.59. This includes $3,056,087.00 in commercial warrants, and $3,976,908.59 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 3, 2013 through November 16, 2013 in the amount of $387,513.41 and warrants for October 11, 2013 through November 14, 2013 in the amount of $7,032,995.59 be ratified by the Board of Education.

Moved by: **Seconded by:**

Vote:

Report ID: LAPO009C
District: 64444

Board List Purchase Order Report
CULVER CITY UNIFIED SD

Purchase Orders/Buyouts To The Board for Ratification From : 11/3/2013 To 11/16/2013
Purchase Orders/Buyouts in Excess of $1.00 To Be Ratified

Run Date: 11/16/2013
Run Time: 02:04:48AM
FY: 13-14
WEEKLY

PO Date	PO #	Stat	Change Ord#	Change Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib Amount	PO Amt
11/05/13	61045M	C		11/05/2013	US AIR CONDITIONING	MAINTENANCE SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	4380	0005040	13-14	76.24	
						11/05/2013	**61045M**		**US AIR CONDITIONING DISTRIBUTORS**							**76.24**
11/05/13	61046M	C		11/05/2013	CARPET USA	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040	13-14	5,188.00	
						11/05/2013	**61046M**		**CARPET USA**							**5,188.00**
11/15/13	61047M	A		11/15/2013	IRONMAN	REPAIRS - OTHER	Transportation/Special Ed	01.0	72400.0	57500	36000	5630	0005510	13-14	340.00	
						11/15/2013	**61047M**		**IRONMAN**							**340.00**
11/15/13	61048M	A		11/15/2013	TRI-SIGNAL INTEGRATION, INC.	FIRE SAFETY SUPP/EQUIP/SYSTEM	Culver Park High School	40.0	00000.0	00000	85000	6201	5010000	13-14	2,496.20	
						11/15/2013	**61048M**		**TRI-SIGNAL INTEGRATION, INC.**							**2,496.20**
11/15/13	61049M	A		11/15/2013	ENCORP	CONTRACT SERVICES RENDERED	Maintenance	01.0	81500.0	00000	81100	5890	0005040	13-14	850.00	
						11/15/2013	**61049M**		**ENCORP**							**850.00**
11/07/13	61192EFA	A		11/07/2013	AMAZON.COM	INSTRUCTIONAL SUPPLIES	La Ballona Elementary	01.0	90127.0	11100	10000	4310	2060000	13-14	87.17	
						11/07/2013	**61192EFA**		**AMAZON.COM**							**87.17**
11/13/13	61209EF	A		11/13/2013	CDW-G	COMPUTER SUPP/EQUIP	Linwood Howe Elementary	01.0	90127.0	11100	10000	4410	2020000	13-14	5,108.27	
								01.0	07395.0	11100	10000	4410	2020000	13-14	240.69	
						11/13/2013	**61209EF**		**CDW-G**							**5,348.96**
11/04/13	62080	C		11/04/2013	MICHAEL SHLEYFER	INSTRUCTIONAL SUPPLIES	Speech	01.0	56400.0	50010	11360	4310	0004024	13-14	120.90	
						11/04/2013	**62080**		**MICHAEL SHLEYFER**							**120.90**
11/04/13	62081	A		11/04/2013	ETS EDUCATIONAL AND TUTORIAL	CONTRACTED SERVICES	Special Projects	01.0	30100.0	11100	10000	5810	0004030	13-14	1,799.31	
						11/04/2013	**62081**		**ETS EDUCATIONAL AND TUTORIAL SERVICES**							**1,799.31**

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

*** Prior Year Payments**

PO Date	PO #	Stat	Change Ord#	Change Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib Amount	PO Amt
11/04/13	62082	A		11/04/2013	FUTURE STARS TUTORING	CONTRACTED SERVICES	Special Projects	01.0	30100.0	11100	10000	5810	0004030	13-14	1,799.31	
						11/04/2013	**62082**	**FUTURE STARS TUTORING SERVICES CENTER**								**1,799.31**
11/04/13	62083	A		11/04/2013	! # TUTORIA, MAESTROS,	CONTRACTED SERVICES	Special Projects	01.0	30100.0	11100	10000	5810	0004030	13-14	2,399.08	
						11/04/2013	**62083**	**! # TUTORIA, MAESTROS, TABLETAS**								**2,399.08**
11/06/13	62084	A		11/06/2013	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	42030.0	11100	10000	4310	0004030	13-14	255.44	
						11/06/2013	**62084**	**OFFICE DEPOT**								**255.44**
11/04/13	62085	A		11/04/2013	BASIC EDUCATIONAL SERVICES TEAM,	CONTRACTED SERVICES	Special Projects	01.0	30100.0	11100	10000	5810	0004030	13-14	1,799.31	
						11/04/2013	**62085**	**BASIC EDUCATIONAL SERVICES TEAM, INC.**								**1,799.31**
11/04/13	62086	A		11/04/2013	THERAPRO, INC.	TEST/TEST MATERIALS	OT and APE	01.0	56400.0	00000	39000	4312	0004025	13-14	876.74	
						11/04/2013	**62086**	**THERAPRO, INC.**								**876.74**
11/04/13	62087	A		11/04/2013	WESTERN PSYCHOLOGICAL	TEST/TEST MATERIALS	OT and APE	01.0	56400.0	00000	39000	4312	0004025	13-14	1,455.27	
						11/04/2013	**62087**	**WESTERN PSYCHOLOGICAL SERVICES**								**1,455.27**
11/04/13	62089	A		11/04/2013	ED LITTLE AUTO SERVICE, INC.	REPAIRS - OTHER	Security	01.0	00000.0	00000	83000	5630	0001050	13-14	1,500.00	
						11/04/2013	**62089**	**ED LITTLE AUTO SERVICE, INC.**								**1,500.00**
11/04/13	62090	C		11/04/2013	NCS PEARSON, INC.	SOFTWARE	El Rincon Elementary	01.0	30100.0	11100	10000	4340	2040000	13-14	2,380.20	
						11/04/2013	**62090**	**NCS PEARSON, INC.**								**2,380.20**
11/04/13	62091	C		11/04/2013	NATIONAL ASSOCIATION FOR	CONFERENCE AND TRAVEL	Culver City High School	01.0	07395.0	11100	10000	5220	4010000	13-14	395.00	
						11/04/2013	**62091**	**NATIONAL ASSOCIATION FOR BILINGUAL EDUC**								**395.00**

Purchase Orders/Buyouts To The Board for Ratification From : 11/3/2013 To 11/16/2013
Purchase Orders/Buyouts in Excess of $1.00 To Be Ratified

PO Date	PO #	Stat	Change Ord#	Change Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib Amount	PO Amt
11/04/13	62092	A		11/04/2013	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP	Educational Services	01.0	40350.0	00000	27000	4410	0004000	13-14	12,120.77	
						11/04/2013	**62092**	**DELL COMPUTER CORP.**								**12,120.77**
11/06/13	62093	A		11/06/2013	LOS ANGELES COUNTY OFFICE OF	CONTRACT SERVICES RENDERED	Special Education	01.0	65000.0	57520	11100	5880	0004040	13-14	46,676.00	
						11/06/2013	**62093**	**LOS ANGELES COUNTY OFFICE OF EDUCATION**								**46,676.00**
11/06/13	62094	A		11/06/2013	LOS ANGELES COUNTY OFFICE OF	CONTRACT SERVICES RENDERED	Special Education	01.0	65000.0	57520	11100	5880	0004040	13-14	58,136.00	
						11/06/2013	**62094**	**LOS ANGELES COUNTY OFFICE OF EDUCATION**								**58,136.00**
11/07/13	62095	A		11/07/2013	OFFICE DEPOT	OFFICE SUPPLIES	Special Education	01.0	33101.0	50010	27000	4350	0004040	13-14	236.64	
						11/07/2013	**62095**	**OFFICE DEPOT**								**236.64**
11/07/13	62096	C		11/07/2013	MELIKA SAMIEIVAFA	INSTRUCTIONAL SUPPLIES	Special Education	01.0	33101.0	57700	11100	4310	0004040	13-14	31.12	
						11/07/2013	**62096**	**MELIKA SAMIEIVAFA**								**31.12**
11/07/13	62097	A		11/07/2013	ORIENTAL TRADING CO., INC.	INSTRUCTIONAL SUPPLIES	Special Education	01.0	33101.0	57700	11100	4310	0004040	13-14	273.77	
						11/07/2013	**62097**	**ORIENTAL TRADING CO., INC.**								**273.77**
11/04/13	62098	A		11/04/2013	CDW-G	INSTRUCTIONAL SUPPLIES	Special Education	01.0	33101.0	50010	27000	4310	0004040	13-14	60.68	
								01.0	33100.0	50010	27000	4310	0004040	13-14	60.68	
						11/04/2013	**62098**	**CDW-G**								**121.36**
11/04/13	62099	C		11/04/2013	NATIONAL HONOR SOCIETY OF	MEMBERSHIPS	Culver City High School	01.0	96352.0	71100	10000	5310	4010000	13-14	110.00	
						11/04/2013	**62099**	**NATIONAL HONOR SOCIETY OF SPORTS MEDICIN**								**110.00**
11/04/13	62100	A		11/04/2013	TOMARK SPORTS, INC.	OFFICE SUPPLIES	Culver City High School	01.0	96352.0	71100	10000	4310	4010000	13-14	514.34	
						11/04/2013	**62100**	**TOMARK SPORTS, INC.**								**514.34**

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*** Prior Year Payments**

Board List Purchase Order Report

CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Change Ord#	Change Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib Amount	PO Amt
11/04/13	62101	A		11/04/2013	CDW-G	COMPUTER SUPP/EQUIP	Culver City Middle School	01.0	07395.0	11100	10000	4310	3010000	13-14	710.29	
						11/04/2013	**62101**	**CDW-G**								**710.29**
11/04/13	62102	A		11/04/2013	TROXELL COMMUNICATIONS	INSTRUCTIONAL SUPPLIES	La Ballona Elementary	01.0	91400.0	11100	10000	4310	2060000	13-14	804.83	
						11/04/2013	**62102**	**TROXELL COMMUNICATIONS**								***804.83***
11/08/13	62103	C		11/13/2013	CLAREMONT USD - BTSA CLUSTER 4	INSTRUCTIONAL SUPPLIES	Educational Services	01.0	07392.0	00000	21000	4310	0004000	13-14	87.60	
						11/08/2013	**62103**	**CLAREMONT USD - BTSA CLUSTER 4**								**87.60**
11/13/13	62104	A		11/13/2013	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	50253.0	85000	10000	4310	0000002	13-14	32.16	
						11/13/2013	**62104**	**DISCOUNT SCHOOL SUPPLY**								**32.16**
11/13/13	62105	A		11/13/2013	COMPASSLEARNING, INC.	CONTRACTED SERVICES	Culver City High School	01.0	07395.0	11100	10000	5810	4010000	13-14	4,700.00	
						11/13/2013	**62105**	**COMPASSLEARNING, INC.**								**4,700.00**
11/08/13	62106	A		11/08/2013	AKT INC.	COMPUTER SUPP/EQUIP	Speech	01.0	56400.0	00000	39000	4410	0004024	13-14	867.25	
						11/08/2013	**62106**	**AKT INC.**								**867.25**
11/08/13	62107	C		11/08/2013	THERAPY IN ACTION	CONTRACTED SERVICES	Special Education	01.0	65000.0	57520	11360	5810	0004040	13-14	450.00	
						11/08/2013	**62107**	**THERAPY IN ACTION**								**450.00**
11/08/13	62108	A		11/08/2013	WESTVIEW SCHOOL	CONTRACT SERVICES RENDERED	Undistributed Selpa	01.7	65120.0	50500	22000	5880	0000000	13-14	1,120.00	
						11/08/2013	**62108**	**WESTVIEW SCHOOL**								**1,120.00**
11/08/13	62109	A		11/08/2013	XPEDX	OFFICE SUPPLIES	Purchasing	01.0	00000.0	00000	73000	4350	0005030	13-14	4,606.00	
						11/08/2013	**62109**	**XPEDX**								**4,606.00**

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*** Prior Year Payments**

Purchase Orders/Buyouts To The Board for Ratification From : 11/3/2013 To 11/16/2013
Purchase Orders/Buyouts in Excess of $1.00 To Be Ratified

PO Date	PO #	Stat	Change Ord#	Change Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib Amount	PO Amt
11/08/13	62110	C		11/08/2013	BUREAU OF LECTURES &	CONTRACTED SERVICES	Linwood Howe Elementary	01.0	91400.0	11100	10000	5810	2020000	13-14	780.00	
						11/08/2013	**62110**	**BUREAU OF LECTURES & CONCERT ARTISTS**								**780.00**
11/08/13	62111	A		11/08/2013	THE MUSIC CENTER	CONTRACTED SERVICES	Linwood Howe Elementary	01.0	91400.0	11100	10000	5810	2020000	13-14	2,975.00	
						11/08/2013	**62111**	**THE MUSIC CENTER**								**2,975.00**
11/08/13	62112	C		11/08/2013	MAD SCIENCE OF LOS ANGELES	CONTRACTED SERVICES	Linwood Howe Elementary	01.0	91400.0	11100	10000	5810	2020000	13-14	615.00	
						11/08/2013	**62112**	**MAD SCIENCE OF LOS ANGELES**								**615.00**
11/14/13	62113	A		11/14/2013	CDW-G	OFFICE SUPPLIES	Educational Services	01.0	00000.0	00000	21000	4310	0004000	13-14	291.35	
						11/14/2013	**62113**	**CDW-G**								**291.35**
11/08/13	62114	A		11/08/2013	APPLE INC.	COMPUTER SUPP/EQUIP	Culver City High School	01.0	96352.0	71100	10000	4410	4010000	13-14	1,666.66	
						11/08/2013	**62114**	**APPLE INC.**								**1,666.66**
11/08/13	62116	A		11/08/2013	CDW-G	COMPUTER SUPP/EQUIP	Culver City High School	01.0	96352.0	71100	10000	4410	4010000	13-14	956.05	
						11/08/2013	**62116**	**CDW-G**								**956.05**
11/08/13	62117	A		11/08/2013	CDW-G	COMPUTER SUPP/EQUIP	Undistributed SIMC	01.0	00000.0	00000	24200	4410	0000000	13-14	567.34	
						11/08/2013	**62117**	**CDW-G**								**567.34**
11/08/13	62118	A		11/08/2013	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES	Special Education	01.0	33101.0	57700	11100	4310	0004040	13-14	174.15	
						11/08/2013	**62118**	**OFFICE DEPOT**								**174.15**
11/08/13	62119	A		11/08/2013	TROXELL COMMUNICATIONS	COMPUTER SUPP/EQUIP	Farragut Elementary	01.0	00000.0	16006	10000	4410	2050000	13-14	469.76	
						11/08/2013	**62119**	**TROXELL COMMUNICATIONS**								**469.76**

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*** Prior Year Payments**

PO Date	PO #	Stat	Change Ord#	Change Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib Amount	PO Amt
11/08/13	62120	C		11/08/2013	ACSA'S FOUNDATION FOR	CONFERENCE AND TRAVEL	Pupil Services	01.0	00000.0	00000	31400	5220	0004020	13-14	375.00	
						11/08/2013	**62120**	**ACSA'S FOUNDATION FOR EDUCATIONAL ADMIN.**								**375.00**
11/08/13	62121	C		11/08/2013	SANTA MONICA PIER AQUARIUM	FIELD TRIPS	El Marino Language	01.0	00000.0	16003	10000	5816	2030000	13-14	150.00	
						11/08/2013	**62121**	**SANTA MONICA PIER AQUARIUM**								**150.00**
11/08/13	62122	C		11/08/2013	SANTA MONICA PIER AQUARIUM	FIELD TRIPS	El Marino Language	01.0	00000.0	16003	10000	5816	2030000	13-14	150.00	
						11/08/2013	**62122**	**SANTA MONICA PIER AQUARIUM**								**150.00**
11/08/13	62123	C		11/08/2013	SANTA MONICA PIER AQUARIUM	FIELD TRIPS	El Marino Language	01.0	00000.0	16003	10000	5816	2030000	13-14	150.00	
						11/08/2013	**62123**	**SANTA MONICA PIER AQUARIUM**								**150.00**
11/12/13	62124	A		11/12/2013	360 DYNAMIC TECHNOLOGY INC.	EQUIPMENT RENTAL/LEASE	Adult School	11.0	06390.0	41100	27000	5610	0000010	13-14	2,015.44	
						11/12/2013	**62124**	**360 DYNAMIC TECHNOLOGY INC.**								**2,015.44**
11/12/13	62125	A		11/12/2013	360 DYNAMIC TECHNOLOGY INC.	MAINTENANCE AGREEMENTS	Adult School	11.0	06390.0	41100	27000	5630	0000010	13-14	928.00	
						11/12/2013	**62125**	**360 DYNAMIC TECHNOLOGY INC.**								**928.00**
11/13/13	62126	A		11/13/2013	SPEEDPRO IMAGING WEST LOS ANGELES	SIGNS	Undistributed Genl Admin/EM	01.0	00000.0	00000	27000	4310	0000000	13-14	219.00	
						11/13/2013	**62126**	**SPEEDPRO IMAGING WEST LOS ANGELES**								**219.00**
11/13/13	62127	A		11/13/2013	REDWOOD PRESS	OFFICE SUPPLIES	Purchasing	01.0	00000.0	00000	73000	4350	0005030	13-14	847.53	
						11/13/2013	**62127**	**REDWOOD PRESS**								**847.53**
11/12/13	62128	A		11/12/2013	MONTEREY ABALONE CO.	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	07395.0	11100	10000	4310	4010000	13-14	1,058.00	
						11/12/2013	**62128**	**MONTEREY ABALONE CO.**								**1,058.00**
11/14/13	62129	A		11/14/2013	FOLLETT EDUCATIONAL	BOOKS	Undistributed SIMC	01.0	63000.0	11100	10000	4110	0000000	13-14	4,402.38	

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PO Date	PO #	Stat	Change Ord#	Change Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib Amount	PO Amt
						11/14/2013	**62129**	**FOLLETT EDUCATIONAL SERVICES**								**4,402.38**
11/14/13	62130	A		11/14/2013	CSF/CJSF CENTRAL OFFICE	MEMBERSHIPS	High School	01.0	00000.0	00000	27000	5310	4010001	13-14	150.00	
						11/14/2013	**62130**	**CSF/CJSF CENTRAL OFFICE**								**150.00**
11/14/13	62131	A		11/14/2013	SCANTRON CORPORATION	OFFICE SUPPLIES	Culver Park	01.0	00000.0	32000	27000	4350	5010001	13-14	218.05	
						11/14/2013	**62131**	**SCANTRON CORPORATION**								**218.05**
11/14/13	62132	A		11/14/2013	LOYOLA MARYMOUNT	CONTRACTED SERVICES	Educational Services	01.0	74050.0	00000	21000	5810	0004000	13-14	5,400.00	
						11/14/2013	**62132**	**LOYOLA MARYMOUNT UNIVERSITY**								**5,400.00**
11/13/13	62133	A		11/13/2013	SO CAL AIR DYNAMICS, INC.	CONSTRUCTION SUPP/EQUIP	El Marino Language	40.0	00000.0	00000	85000	6291	2030000	13-14	7,342.00	
						11/13/2013	**62133**	**SO CAL AIR DYNAMICS, INC.**								**7,342.00**
11/14/13	62134	A		11/14/2013	FOLLETT SOFTWARE COMPANY	SOFTWARE	Undistributed SIMC	01.0	00000.0	00000	24200	4340	0000000	13-14	2,950.00	
						11/14/2013	**62134**	**FOLLETT SOFTWARE COMPANY**								**2,950.00**
11/14/13	62135	A		11/14/2013	GRETA BINKLEY	OFFICE SUPPLIES	OT and APE	01.0	56400.0	00000	39000	4400	0004025	13-14	62.66	
						11/14/2013	**62135**	**GRETA BINKLEY**								**62.66**
11/13/13	62136	A		11/13/2013	AMAZON.COM	INSTRUCTIONAL SUPPLIES	Undistributed Selpa	01.7	65120.0	50500	22000	4310	0000000	13-14	143.39	
						11/13/2013	**62136**	**AMAZON.COM**								**143.39**
11/13/13	62137	A		11/13/2013	AMAZON.COM	INSTRUCTIONAL SUPPLIES	Undistributed Selpa	01.7	65120.0	50500	22000	4310	0000000	13-14	268.45	
						11/13/2013	**62137**	**AMAZON.COM**								**268.45**
11/15/13	62138	A		11/15/2013	AMAZON.COM	INSTRUCTIONAL SUPPLIES	Undistributed Selpa	01.7	65120.0	50500	22000	4310	0000000	13-14	189.03	

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*** Prior Year Payments**

PO Date	PO #	Stat	Change Ord#	Change Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib Amount	PO Amt
						11/15/2013	**62138**	**AMAZON.COM**								**189.03**
11/14/13	62139	A		11/14/2013	CDW-G	COMPUTER SUPP/EQUIP	Technology	01.0	00000.0	00000	77000	4410	0005020	13-14	662.82	
						11/14/2013	**62139**	**CDW-G**								**662.82**
11/15/13	62140	A		11/15/2013	THOMSON REUTERS	BOOKS	Pupil Services	01.0	00000.0	00000	31400	4210	0004020	13-14	149.88	
						11/15/2013	**62140**	**THOMSON REUTERS**								**149.88**
11/14/13	62141	A		11/14/2013	WILLIAM SMYTHE & CHRISTINE ROESE	CONTRACT SERVICES RENDERED	Special Education	01.0	33100.0	57500	39000	5890	0004040	13-14	425.00	
						11/14/2013	**62141**	**WILLIAM SMYTHE & CHRISTINE ROESE**								**425.00**
11/14/13	62142	A		11/14/2013	CFP STUDIO	PHOTOGRAPHERS	Culver Park High School	01.0	07395.0	32000	10000	4310	5010000	13-14	228.00	
						11/14/2013	**62142**	**CFP STUDIO**								**228.00**
11/13/13	62143	A		11/13/2013	APPLE INC.	COMPUTER SUPP/EQUIP	Office of Child Development	12.0	50250.0	85000	10000	4410	0000002	13-14	2,617.43	
								12.0	61051.0	85000	10000	4410	0000002	13-14	461.90	
						11/13/2013	**62143**	**APPLE INC.**								**3,079.33**
11/13/13	62144	A		11/13/2013	UZIBULL	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	50250.0	85000	10000	4310	0000002	13-14	180.13	
						11/13/2013	**62144**	**UZIBULL**								**180.13**
11/14/13	62145	A		11/14/2013	SIGN*A*RAMA PASADENA	SIGNS	CCUSD Academy	40.0	00000.0	00000	85000	4400	6010000	13-14	261.87	
						11/14/2013	**62145**	**SIGN*A*RAMA PASADENA**								**261.87**
11/14/13	62146	A		11/14/2013	CALIFORNIA DEPARTMENT OF	CONTRACT SERVICES RENDERED	Undistributed Genl Admin	25.0	00000.0	00000	85000	5890	0000000	13-14	4,200.00	
						11/14/2013	**62146**	**CALIFORNIA DEPARTMENT OF EDUCATION**								**4,200.00**
11/15/13	62148	A		11/15/2013	FOLLETT EDUCATIONAL	BOOKS	Undistributed SIMC	01.0	63000.0	11100	10000	4110	0000000	13-14	7,503.58	

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*** Prior Year Payments**

PO Date	PO #	Stat	Change Ord#	Change Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib Amount	PO Amt
						11/15/2013	**62148**	**FOLLETT EDUCATIONAL SERVICES**								**7,503.58**
11/15/13	62149	A		11/15/2013	OFFICE DEPOT	OFFICE SUPPLIES	Business Services	01.0	00000.0	00000	73000	4350	0005000	13-14	1,500.00	
						11/15/2013	**62149**	**OFFICE DEPOT**								**1,500.00**
11/15/13	62150	A		11/15/2013	OFFICE DEPOT	OFFICE SUPPLIES	Fiscal Services	01.0	00000.0	00000	73000	4350	0005010	13-14	1,000.00	
						11/15/2013	**62150**	**OFFICE DEPOT**								**1,000.00**
11/15/13	62151	A		11/15/2013	AMTRAK-GROUP SALES DEPARTMENT	FIELD TRIPS	Linwood Howe Elementary	01.0	91400.0	11100	10000	5816	2020000	13-14	1,260.00	
						11/15/2013	**62151**	**AMTRAK-GROUP SALES DEPARTMENT**								**1,260.00**
11/15/13	62152	A		11/15/2013	MISSION SAN JUAN CAPISTRANO	FIELD TRIPS	Linwood Howe Elementary	01.0	91400.0	11100	10000	5816	2020000	13-14	875.00	
						11/15/2013	**62152**	**MISSION SAN JUAN CAPISTRANO**								**875.00**
11/15/13	62153	A		11/15/2013	A TREE OF KNOWLEDGE	CONTRACTED SERVICES	Special Projects	01.0	30100.0	11100	10000	5810	0004030	13-14	1,799.30	
						11/15/2013	**62153**	**A TREE OF KNOWLEDGE**								**1,799.30**
11/04/13	62594	A		11/04/2013	SHABANI INSTITUTE	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	13-14	18,008.00	
						11/04/2013	**62594**	**SHABANI INSTITUTE**								**18,008.00**
11/15/13	62595	A		11/15/2013	HILLSIDE EDUCATION CENTER	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	13-14	60,690.00	
						11/15/2013	**62595**	**HILLSIDE EDUCATION CENTER**								**60,690.00**
11/07/13	62658	A		11/07/2013	SYMPHONIC JAZZ ORCHESTRA	CONTRACTED SERVICES	Undistributed	01.0	90127.0	11100	10000	5850	0000000	13-14	62,464.14	
							CCEF Sony	01.0	90126.0	11100	10000	5850	0000000	13-14	10,129.32	
							LA Arts Comm	01.0	00000.0	00000	10000	5850	0000000	13-14	11,817.54	
						11/07/2013	**62658**	**SYMPHONIC JAZZ ORCHESTRA**								**84,411.00**

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*** Prior Year Payments**

PO Date	PO #	Stat	Change Ord#	Change Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib Amount	PO Amt
11/15/13	62659	A		11/15/2013	YOUNG STORYTELLERS	CONTRACTED SERVICES	Undistributed CCEF	01.0	90127.0	11100	10000	5850	0000000	13-14	5,000.00	
						11/15/2013	62659	YOUNG STORYTELLERS FOUNDATION								5,000.00
								Total by District : 64444							387,513.41	387,513.41

End of Report LAPO009C

NONPUBLIC SCHOOLS:

NEW THIS PERIOD: $78,698.00

INCREASES THIS PERIOD: $27,402.00

APPROVED YTD: $2,640,665.93

CULVER CITY UNIFIED SCHOOL DISTRICT
DISTRICT WARRANTS REPORT
2013 - 2014

COMMERCIAL WARRANTS		
OCT. 11, 2013 - NOV. 14, 2013	$	3,056,087.00

PAYROLL WARRANTS		
OCT. 11, 2013 - NOV. 14, 2013	$	3,976,908.59

TOTAL:	$	7,032,995.59

9.3 Approval is Recommended for Acceptance of Gifts – Donations

Board Policy 3290 states the Governing Board may accept any bequest or gift of money or property on behalf of the District that is consistent with the District's vision and philosophy. All gifts, grants, and bequests become District property. The following items have been donated for use in the District:

Location	Donor/Item(s) Donated
I.T. Department	Chip Netzel HP Laserjet 3550 color printer, 4 toner Cartridges
El Rincon School	Target $37.00
Office of Child Development Linwood E. Howe Preschool	Shereen and Fady Hermina, $18.00 Cecilia Mendoza, $10.00 Nancy Gonzales, $20.00 Gladys and Gerardo San Juan, $13.00 Marcia Bautista, $13.00 Ann Marie Ysaguirre, $13.00 Norma Diaz, $13.00 Lisa Castillo, $13.00 Monica Amador, $12.00 Rosa and Oscar Contreras, $40.00 Jamel and Cristian Goldstein, $40.00 Isela Frisby, $20.00 Susan and Gerardo Cruz, $40.00 Lizette Gallardo, $20.00 Courtney Farrar and Miguel Lopez, $26.00 Lourdes Delgado, $20.00

RECOMMENDED MOTION: That the Board accept with appreciation the gifts listed.

Moved by: Seconded by:

Vote:

BOARD REPORT

9.4 Financial Implication for Certificated Services Report No. 8

Total Fiscal Impact per Funding Source:

BTSA	$ 142.80
CCEF	$ 1,200.00
Elementary Stipend	$ 160.60
General Fund	$ 22,147.40
School Improvement	$ 9,011.25
Title I	$ 160.60

BOARD REPORT

9.4 Certificated Personnel Services Report No. 8

I. Authorization and Ratification of Employment

A. Substitute Teacher – District Office
Effective November 18, 2013 at $127.50 per day, on-call when needed, $163.20 on 21st day
Funding Source: General Fund

1. Fass, Juliet
2. Heins, Karen
3. Robinson, Brenda

B. Extra Assignment – Various Sites, PLC Site Based Leadership Professional Development
Effective October 24, 2013 through May 22, 2014 at $35.70 per hour, not to exceed
6 hours per teacher
Funding Source: General Fund
Total Cost: $1,713.60

1. Benitez, Claudia
2. Greenstein, Pamela
3. Haro, Sandra
4. Jimenez, Armando
5. Nakagawa, Kana
6. Schaffer, Doris
7. Schnieder, Chelsea
8. Yamakawa, Masakazu

C. Extra Assignment – Various Sites, Transitional Kindergarten Online Report Card Development
Effective October 28, 2013 through December 31, 2013 at $35.70 per hour, not to exceed
6 hours per teacher
Funding Source: General Fund
Total Cost: $642.60

1. Guzman, Teresa
2. McVay, Mary
3. Mergian, Sarah

D. Extra Assignment – Middle School, 8th Grade Intervention Program
Effective November 16, 2013 through June 7, 2014 at $35.70 per hour, not to exceed
3 ½ hours per week
Funding Source: School Improvement
Total Cost: $3,123.75

1. Azad, Mark
2. Bosler, Michael
3. Capillo, Brianna
4. Cotton-Yarbrough, Phyllis
5. Morris, Ruth
6. Stowers, Katherine
7. Takahashi, Ai
8. Vandever, Emily (Substitute)

Note: Apart from the one identified as a substitute, if one teacher cannot do a class, then one of the other teachers will act as a substitute.

BOARD REPORT

9.4 Certificated Personnel Services Report No. 8 – Page 2

I. Authorization and Ratification of Employment – Continued

E. Extra Assignment – High School, District Wide Physical Fitness Testing
Effective January 6, 2014 through June 13, 2014 at $900.00 stipend
Funding Source: General Fund
Total Cost: $900.00

1. Peacock, Brandy

F. Extra Assignment – Department Chair
Effective October 28, 2013 through June 13, 2014 at $1,000.00 stipend per teacher
Funding Source: General Fund
Total Cost: $2,000.00

1.	Minguet, William	AP Honors
2.	Owens, Andrew	ELD/SDAIE

G. Extra Assignment – El Rincon, Intervention Support
Effective November 4, 2013 through January 31, 2014 at $163.20 per day
Funding Source: General Fund
Total Cost: $7,996.80

1. Servin, Jennifer

H. Extra Assignment – Linwood, Intervention Support
Effective October 28, 2013 through January 31, 2014 at half of $81.60 per day
Funding Source: General Fund
Total Cost: $4,406.40

1. Meyer, Nicola

I. Extra Assignment – La Ballona, Intervention Support
Effective October 28, 2013 through February 1, 2014 at half of $163.20 per day
Funding Source: General Fund
Total Cost: $4,488.00

1. Warner, Amy

J. Extra Assignment – BTSA Professional Development
Effective November 19, 2013 at $35.70 per hour, not to exceed 4 hours
Funding Source: BTSA
Total Cost: $142.80

1. Ross, Kayoko

BOARD REPORT

9.5 Certificated Personnel Services Report No. 8 – Page 4

III. Increase in Hours - Continued

2.	Blum-Mitzman, Rochelle Adult School Teacher	From: 18 hours per week To: 19 hours per week Effective November 27, 2013

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

Moved by: Seconded by:

Vote:

BOARD REPORT

9.4 Certificated Personnel Services Report No. 8 – Page 3

II. Revision to Previously Approved Personnel Requisitions

1. Extra Assignment – La Ballona, Professional Development Leadership Team
Previously approved on 9/10/13; board report #4, item FF
Effective October 25, 2013 through June 13, 2014 at $35.70 per hour, not to exceed 9 hours
Funding Source: 50% Title I & 50% Elementary Stipend
Total Cost: $321.30

		Replaced:
1.	Haro, Sandra	Coelho, Isabel

2. Extra Assignment - Various Sites, Mathlete Club Sponsor
Previously approved on 11/12/13; board report #7, Item C; Change in beginning date
Effective April 7, 2014 through June 13, 2014 at $300.00 stipend per teacher
Funding Source: CCEF
Total Cost: $900.00

1.	Fitts, Julie	El Rincon
2.	Uyeda, Debby	La Ballona
3.	Vy, Chanda	Farragut

3. Extra Assignment – El Marino, Mathlete Club Sponsor
Previously approved on 11/12/13; board report #7, Item E; Change in beginning date
Effective April 7, 2014 through June 13, 2014 at $150.00 stipend per teacher
Funding Source: CCEF
Total Cost: $300.00

1. Bell, Monica
2. Padilla, Marisela

III. Increase in Hours

1. Extra Assignment – Middle School, Saturday School Administrator
Effective November 16, 2013 through June 7, 2014 as stated below
Funding Source: School Improvement
Total Cost: $5,887.50

a.	Wilson, Jocelyn	From: $75.00 per hour, not to exceed 2 hours per week
		To: $75.00 per hour, not to exceed 2.5 hours per week

BOARD REPORT

9.5 Financial Impact for Classified Personnel Services Report No. 8

Total Funding Fiscal Impact:

CCHS Booster Club Total:	$3,300.00
Child Development Total:	$38,578.08
General Fund Total:	$3,084.96 $14.13 per hour, as needed $8.00 per hour, as needed

BOARD REPORT

9.5 Classified Personnel Services Report No. 8

I. Authorization, Approval & Ratification of Employment

A. Clerical &Fiscal

1.	Yanase Winterer, Mika	Clerk Typist II/Bilingual District Office – Education Services Extra Assignment – Translations Not to exceed 150 hours Funding Source: General Fund Effective October 1, 2013 through June 30, 2014 Range 17 – $20.00 per hour Total Cost: $3,000.00

B. Instructional Assistants

1.	Cotten, Courtney	Substitute Instructional Assistant District Office Funding Source: General Fund Effective November 21, 2013 Hourly, as needed – $14.13 per hour

C. Coaches

1.	Aceves, George	Temporary Assistant Baseball Coach High School Funding Source: Booster Club Effective November 18, 2013 through January 31, 2014 Stipend of $1,000.00
2.	Burrell, Jeremy	Temporary Assistant Baseball Coach High School Funding Source: Booster Club Effective November 18, 2013 through January 31, 2014 Stipend of $800.00
3.	Kocker, Jon	Temporary Assistant Baseball Coach High School Funding Source: Booster Club Effective November 18, 2013 through January 31, 2014 Stipend of $500.00

BOARD REPORT

9.5 Classified Personnel Services Report No. 8 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

C. Coaches – continued

4. Tilman III, Rayburn Eugene — Temporary Girl's Assistant Soccer Coach
High School
Funding Source: Booster Club
Effective November 18, 2013 through
February 14, 2014
Stipend of $1,000.00

D. Noon Duty Supervisors

1. Temporary Noon Duty Supervisors
Farragut – Not to exceed 1 hour per person
Funding Source: General Fund
Effective October 1, 2013 through June 30, 2014
Hourly, as needed – $9.44 per hour
Total Cost: $84.96

a.	Andrade, Emma	$9.44 per hour
b.	Borrego, Tamara	$9.44 per hour
c.	Chavarria, Miranda	$9.44 per hour
d.	Espinosa, Maria	$9.44 per hour
e.	Forgeng, Jessica	$9.44 per hour
f.	Mallya, Sarita	$9.44 per hour
g.	Marshall, Wendy	$9.44 per hour
h.	Montes, Yanira	$9.44 per hour
i.	Victor, Rosa	$9.44 per hour
j.	Warner, Jim	$9.44 per hour

E. Student Helpers

1. Monroy, Emilio — Student Helper – Workability
Location outside of district
Funding Source: General Fund – Special Ed
Effective October 3, 2013
Hourly, as needed – $8.00 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 8 – Page 3

II. Authorization, Approval & Ratification of Change of Assignments

1. Joya-Lepe, Sigifredo

Permanent Increase in Hours:
School Custodian
Child Development
From: 6.5 hours per day, 12 months per year
To: 8 hours per day, 12 months per year
Funding Source: Child Development
Effective December 2, 2013
Range 16 – $3,214.84
Total Cost: $38,578.08

III. Authorization, Approval & Ratification of Unpaid Leave of Absence

1. Boudreaux, Michelle

Instructional Assistant – Child Development
Child Development
16.5 hours per week, school year
Child Care Leave
Funding Source: Child Development
Effective December 6, 2013 through
March 2, 2014
Range 11 – $15.96 per hour

IV. Authorization, Approval & Ratification of Resignations

1. Green, Shakeitha

Instructional Assistant – Computer Lab
La Ballona
3.9 hours per day, school year
Accepted position outside of district
Funding Source: Title I
Effective November 29, 2013
Range 16 – $18.01 per hour

2. Shimerman, Sherrie

Instructional Assistant
Farragut
3 hours per day, school year
Retirement
Funding Source: School Improvement
Effective December 31, 2013
Range 12 – $16.37 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 8 – Page 4

V. Authorization, Approval & Ratification of Revision to Item Previously Approved on Board Report #7; 11/12/13

1. Dono, Edward

Short-Term Instructional Assistant
Linwood Howe
3.9 hours per day, school year
Funding Source: Linwood Howe Booster Club
From: Effective November 13, 2013 through June 13, 2014
To: Effective November 25, 2013 through June 13, 2014
Range 12 – $13.55 per hour
From: Total Cost: $7,662.53
To: Total Cost: $7,239.77

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

Moved by: Seconded by:

Vote:

BOARD REPORT

11/26/13
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:	

The Single Plan for Student Achievement

School: Culver City High School
CDS Code: 19-64444-1932201
District: Culver City Unified School District
Principal: Dylan Farris
Revision Date: 10-05-2012

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.

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

Contact Person: Dylan Farris
Position: Principal
Phone Number: (310) 842-4200, ext. 3321
Address: 4401 Elenda St.
Culver City, CA 90230-4101
E-mail Address: dylanfarris@ccusd.org

The District Governing Board approved this revision of the SPSA on .

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.

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School Vision and Mission

Culver City High School's Vision and Mission Statements
Culver City High School (CCHS) is an engaged and caring academic community where diversity is valued and respected. We are committed to educating and inspiring all students to become lifelong learners and contributing members of our global society.

We believe that:

- each person deserves to be safe
- everyone deserves to be treated with respect
- honoring diversity makes us stronger
- peace is worth pursuing
- the quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits
- everyone has a right to a belief system
- aesthetics is essential to life
- we are responsible for ourselves and accountable to each other
- individuals have the right to express their views, opinions, and thoughts
- that family and belonging are integral to our lives
- everyone has the right to preserve his/her dignity
- each person has the capacity for goodness

CULVER CITY HIGH SCHOOL BELIEFS
"Learn to achieve. Achieve to learn. Tomorrow starts today."

Culver City High School believes:
1. that each member of our school community plays an integral part in making student success a certainty.
2. that all students are provided the necessary resources and opportunities to become successful Collaborative Workers, Adaptable Problem Solvers, Critical Thinkers, Involved Citizens, Quality Producers, Self-Guided Achievers, and Effective Communicators.
3. that all students are immersed in rigorous, standards-based curricula that promote higher level thinking skills.
4. that all students are capable of learning and as such, we educate the whole person, providing students the necessary support to achieve their fullest potential.
5. that we value diversity and promote tolerance, and espouse understanding and compassion.
6. that the aesthetic value of our campus is an important part of student achievement.

School Profile

SCHOOL DESCRIPTION
Culver City High School is a four year comprehensive high school serving approximately 2,100 students in grades 9 through 12. Culver City High School is accredited by the Western Association of Schools and Colleges for a six-year term through Spring, 2016.

SCHOOL COMMUNITY
Culver City High School serves a diverse student body in Culver City and students by permit from surrounding communities. These communities range from low to mid to high income areas of Culver City, Inglewood, and metropolitan Los Angeles.

FACULTY
There are about 100 certificated staff members including seven guidance counselors and four administrators. The teacher to student ratio is 29:1.

CURRICULUM
Graduation Requirements: Culver City High School students are required to complete 220 credits with 5 credits earned for each semester course completed.

English
8 semesters - 40 credits

Mathematics (must include Algebra 1 or higher)
4 semesters - 20 credits
Science (must include a lab science)
4 semesters - 20 credits
Social Studies
7 semesters - 35 credits
P.E.
4 semesters - 20 credits
Arts
2 semesters - 10 credits
Foreign Language
2 semesters - 10 credits
Health
1 semester - 5 credits
Electives
12 semesters - 60 credits

The school is on a traditional semester schedule. There are 6 periods with an optional 0 period. Students in grades 9 through 11 are required to take 6 classes. Seniors may take 5 classes. All classes meet for 55 minutes daily, with the exception of Wednesdays when students adhere to a modified schedule; all classes meet for 40 minutes.

All students must complete 60 hours of community service to graduate. Students must also pass the California High School Exit Exam (CAHSEE).

ADVANCED PLACEMENT EXAMS
In May of 2012, 497 students took 917 Advanced Placement exams in 18 subjects. 66% of the tests were scored at 3 or above.

ADVANCED PLACEMENT COURSES
Culver City High School offers 13 Advanced Placement courses in the following subjects:

ENGLISH
English Literature
English Lang. &Comp

MATHEMATICS
Calculus AB
Statistics

SCIENCE
Biology
Chemistry
Physics

SOCIAL SCIENCE
European History
U.S. History
U.S. Government
Macro-Economics

FOREIGN LANGUAGE
Spanish Language
Spanish Literature
Japanese Language

ART
Studio Art: Drawing
Studio Art: 2D

HONORS AND ACCELERATED COURSES
Culver City High School offers advanced-level Honors courses in English (9th and 10th grade), Social Studies (Global Issues), Science (Biology, Chemistry, Physics), and Math (Geometry, Algebra 2, Trigonometry). We also offer Finite Math and Trigonometry as non-Honors advanced math options.

COLLEGE AND CAREER CENTER
Through our college and career center and guidance counselors, our students are provided with a comprehensive four-year program fdesigned to prepare all students to qualify for a four-year college or university. A comprehensive career exploration program, the Regional Occupations Program, is available to all students and is staffed by a full time counselor.

SPECIAL PROGRAMS
We offer Advancement Via Individual Determination (AVID), English Language Development classes, Peer Tutoring, Link Crew (peer support program for 9th grade students), and Read 180.

GRADING AND GRADE DISTRIBUTION
Culver City High School has a traditional A to F grading system. GPAs are calculated on a weighted 4-point system based on all CCHS courses reported on the transcript. Class rank is computed based on the weighted GPA.

Pride
- Culver City High School's Academic Performance Index (API) score is 832.
- Students earn recognition for outstanding achievement in national testing programs such as the National Merit Scholarship and Advanced Placement exams.
- Renowned performing and visual arts program including band, art, photography, film, and theatre.
- Comprehensive athletic program.
- Over 50 organizations and clubs on campus.

COLLEGE ACCEPTANCE
Culver City High School graduates are admitted to colleges and universities across the country. Here is a partial list of four-year colleges and universities attended by our most recent graduates:
- ARIZONA STATE UNIVERSITY
- BRANDEIS UNIVERSITY
- CALIFORNIA STATE UNIVERSITIES -
- CSU POLYTECHNIC
- CSU DOMINGUEZ HILLS
- CSU EAST BAY
- CSU FULLERTON
- CSU LONG BEACH
- CSU LOS ANGELES
- CSU MONTEREY BAY
- CSU NORTHRIDGE
- DUKE UNIVERSITY
- EDISON COLLEGE
- GRAMBLING STATE UNIVERSITY
- HAMPTON UNIVERSITY
- HOWARD UNIVERSITY
- HUMBOLDT STATE UNIVERSITY
- INDIANA UNIVERSITY BLOOMINGTON
- ITT TECHNICAL INSTITUTE
- JOHNS HOPKINS UNIVERSITY
- LANGSTON UNIVERSITY
- LOYOLA MARYMOUNT UNIVERSITY
- MOUNT ST MARY'S COLLEGE
- NORTHERN MICHIGAN UNIVERSITY
- NOTRE DAME DE NAMUR UNIV
- OAKLAND UNIVERSITY
- OCCIDENTAL COLLEGE

- OREGON STATE UNIVERSITY
- OTIS COLLEGE, ART AND DESIGN
- PENNSYLVANIA STATE UNIVERSITY
- PEPPERDINE UNIVERSITY
- SAN FRANCISCO ART INSTITUTE
- SAN FRANCISCO STATE UNIVERSITY
- SAN JOSE STATE UNIVERSITY
- SAVANNAH COLLEGE, ART & DESIGN
- SAVANNAH STATE UNIVERSITY
- SMITH COLLEGE
- SOKA UNIVERSITY OF AMERICA
- SONOMA STATE UNIVERSITY
- SPELMAN COLLEGE
- ST JOHNS UNIVERSITY
- STANFORD
- THE EVERGREEN STATE COLLEGE
- UNIVERSITY OF ARIZONA
- UNIVERSITY OF CALIFORNIA -
- UC MERCED
- UC RIVERSIDE
- UC IRVINE
- UC LOS ANGELES
- UC SAN DIEGO
- UC SANTA BARBARA
- UC SANTA CRUZ
- UNIVERSITY OF MISSOURI-COLUMBIA
- UNIVERSITY OF NEVADA LAS VEGAS
- UNIVERSITY OF NEVADA-RENO
- UNIVERSITY OF OREGON
- UNIVERSITY OF SOUTHERN CALIFORNIA
- VIRGINIA STATE UNIVERSITY
- WASHINGTON STATE UNIVERSITY
- WHITWORTH UNIVERSITY
- XAVIER UNIVERSITY OF LOUISIANA
- YALE UNIVERSITY

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an anaylisis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

CCHS uses information gathered from the school community to guide the decision making process. Two surveys that are conducted are the California Healthy Kids Survey distributed to all 9th and 11th graders and the School Climate survey administered to students, parents, and staff. Both survey instruments indicate areas of strength and areas of need. As a result of the information shared through surveys, the school implemented the AVID program to meet the needs of students performing in the middle percentiles who need additional support to access college opportunities. The Link Crew 9th grade transition program was also initiated as a result of feedback provided through surveys. The Anti-Bullying Initiative is highly informed by surveys, as well. Currently, the school administration is using the feedback from staff surveys to inform the professional development process.

2009-2010 was a WASC accreditation year for CCHS. The school community came together to produce a self-study in advance of the review of our program by the Western Association of Schools and Colleges (WASC). Focus groups consisting of students, staff, parents, and community members were developed and met weekly to discuss the needs and strengths of CCHS . From these meetings, a self study was developed and an action plan established that will drive the school program in coming years. This process has also informed the Single Plan for Student Achievement. Ultimately, WASC accredited our school for a six year period.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are expected to develop units and lessons aligned with the curricular standards for their subject areas. Teachers can be observed providing standards based instruction during all lessons. This is evidenced by documented classroom observations, recorded lesson and unit plans, and student work. Teachers can be observed in any classroom providing lessons that are designed to foster student learning by including anticipatory sets and review, teacher input and instruction, guided group and individual practice, collaboration, checking for understanding, closure, and independent practice.

All teachers design lessons and are evaluated based on the California Standards for the Teaching Profession. Teachers are expected to establish classroom environments that foster student engagement in curriculum. Teachers organize material to support learning for all students. The needs of all students are considered in lesson plans. Teachers continually assess student learning and adjust instruction to meet the needs of all students. Ultimately, our teachers are continually refining their practice and contribute to a culture of continuous improvement.

In addition to the curricular standards taught in every classroom, instruction is also guided by the CCHS commitment to develop well rounded students as outlined in our student outcomes; every student will be a critical thinker, self-guided achiever, involved citizen, collaborative worker, adaptable problem solver, and quality producer. Student work reflects these standards and can be observed in all classrooms.

Classrooms are observed by the administrative staff including the principal and three assistant principals. Teachers are also expected to observe the class of peer teachers twice during a semester. Teachers debrief in their department meetings. It is evident from classroom observations that CCHS has a dedicated staff. Teachers provide dynamic lessons that expose the students to rigor and the curricular standards. In conjunction with assessment data, classroom observations have assisted the administration in determining areas of focus for the school, including differentiated instruction, increasing writing in all curricular areas, and utilizing assessment data to plan instruction and intervention strategies are areas of focus for the school.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   CCHS promotes the use of assessment data to drive instructional practices. Student performance on state tests are analyzed each year to determine the strengths and needs of our various student groups. Each department is provided with disaggregated data to evaluate the performance of their students on specific standards and strands. Each subject area develops pacing plans and instructional units based on the performance of their students.

   Each department has developed common assessments for their subject areas. Teachers compare results of midterm and final exams in an effort to determine the teaching practices that yield the best results. These common assessment are reviewed and amended each school year.

   Students take benchmark assessments three times a year in Mathematics and English Language Arts. The test results provide assessment data that is analyzed by teachers to identify the need for re-teaching, intervention, and adjustments to instruction.

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

   CCHS prides itself on being an up and coming Professional Learning Community (PLC). As a PLC, CCHS is adept at utilizing data to drive instructional practices.

   All curricular departments implement a series of common assessments throughout the course of the school year ranging from chapter tests and quizzes through mid-terms, final exams and tri-annual benchmark assessments. All of the aforementioned yield valuable data which teachers receive in the form of department or district-created spreadsheets. Departments gather every Wednesday to analyze and reflect upon this data and discuss ways to implement these newfound performance indicators into their teaching and/or re-teaching of the curriculum.

   Additionally, at the beginning of every school year, all teachers of CST testable subject areas, i.e. English, Math, History, and Science, receive detailed data regarding their previous year's students' performance on the STAR tests. This is highly valuable data which the teachers generally wait for with much anticipation. This information informs the teachers as to how well-prepared their students are for these high stakes exams. Everything from the efficacy of instruction and assessment tools to pacing and content exposure can be deduced from this data.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All CCHS teachers have completed the requirements or the equivalency to be classified as highly qualified per the No Child Left Behind legislation.

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

CCUSD and CCHS teachers have a variety of opportunities to participate in professional development. Both site and district offer workshops which pertain to collecting and analyzing data to improve instruction, differentiating instruction, using technology in the classroom, writing across the curriculum, and building school culture. All teachers participate in professional development prior to the start of school in August and again in January. Teachers who participate in Advanced Placement, AVID, Read 180, and My Access! received specialized training relating to these research based programs. In addition, some teachers pursue specialized training in their disciplines. This year there is particular emphasis on teaching strategies for English Learners. Teachers meet monthly to develop effective instructional strategies.

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

The focus of professional development at CCHS over the past three years has been the utilization of assessment data to drive instruction. Departments have aligned course curricula to content standards, developed pacing guides, and implemented common assessments.

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

All teachers who are new to the profession are assigned to a BTSA support provider. Teachers on Special Assignment (TOSAs) work with all CCHS staff members in the areas of technology, data collection and assessment, and instructional development.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The CCHS bell schedule allows teachers to collaborate inter and intra-departmentally on a weekly basis.

Every Wednesday, teachers gather after school to develop curricular pacing, analyze data, revise instructional practices, share effective strategies, reevaluate standards alignment, and create/amend common assessments. Teachers either collaborate by grade level, department, or subject area.

Teachers also collaborate on such school-wide programs as our cross-curricular writing initiative and other developmental workshops for faculty, parents, and students.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All core courses are aligned to content and performance standards. Scheduled textbook adoptions ensure that materials are current and incorporate the state adopted content standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The instructional program at CCHS adheres to the recommended instructional minutes for all courses.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers of like courses have developed pacing guides to ensure consistency of instruction.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All CCHS students have access to standards-based instructional materials that are appropriate for all student groups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Textbooks and other materials are standards-aligned.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Under-performing students work with academic counselors to help students and parents develop an academic plan to get on track. Counselors address other issues the students might have including attendance and behavior. Student Support Teams convene to address concerns raised when students are credit deficient. CCHS offers before and after school tutoring in all academic disciplines. Read 180, a reading support program, is offered to students reading below grade level. CCHS implemented numeracy and study skills courses to support struggling students in math and language arts.

14. Research-based educational practices to raise student achievement

CCHS adheres to research based practices to deliver instruction, assess student achievement, and design intervention plans for students, CCHS implemented several research based programs to raise student achievement. My Access!, an online writing program, is available to all students in grades 9-11. This valuable tool provides students with additional feedback on their writing. The Read 180 literacy support program is incorporated into the study skills course.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

CCHS offers a variety of support programs for under-achieving students. All classroom teachers are trained to provide differentiated instruction so that students receive appropriate instruction. Counselors advise students who are not meeting potential and place them in appropriate classes and interventions. Counselors also meet with parents to advise them of their child's progress of the opportunities available. Before and after school tutoring is provided in all subjects. Summer school classes are also offered to students in need of intervention.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, classroom teachers, and other school personnel participate in School Improvement (SI) Council Meetings to plan, implement, and evaluate consolidated application programs. The council meets monthly to review budget requests and program progress. The SPSA plan is reviewed and approved by ELAC.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide intervention and support programs at CCHS. The AVID program serves students that have been identified as performing below their ability level and providing academic support through an academic elective class that focuses on study habits, organization, writing, inquiry, collaboration, and reading. Categorical funds also enable the school to provide before and after school tutoring for all students. Tutoring specific to the CAHSEE exam is made available to students that have failed to pass either section of the test.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

CCHS is a diverse school that serves a large population from a wide variety of backgrounds. A primary goal for CCHS is to support our subgroups that are not meeting their AYP goals and supporting students that are not achieving proficiency or higher on standardized tests. English Language Arts and Mathematics are subject areas in which there is a need for significant improvement in the number of students achieving proficient levels or higher. The school recognizes the need to further support English Learners (EL) and students with disabilities. Additionally, CCHS aims to increase the number of students that graduate from high school prepared to enter a four-year university.

Our EL population struggles with achieving proficiency as measured by standardized tests. For many Limited English Proficient/English Language (LEP/EL) students, time is needed to grasp language skills. Many of our EL students have transferred to our school from other countries and are unequipped to master curriculum that is not delivered in their native language. Other students have maintained the same English Language Development (ELD) designation for many years. In addition to providing academic and curricular supports, many students may also benefit from increased motivation through mentoring. These students need to be challenged with rigorous curriculum and inspired to excel in academics. The District provides a part time ELD Specialist that works with the ELD and SDAIE teachers and counselors to ensure that students are placed appropriately in class and to support continual improvement of academics for our EL students.

CCHS intends to break the cycle in which ELD students remain in Specially Designed Academic Instruction in English (SDAIE) programs for excessive numbers of years. One counselor has been designated to monitor and provide support to all EL students. Students that have not raised their level of language acquisition for multiple years have been identified and receive additional counseling support. Teachers of SDAIE and ELD classes meet monthly to discuss instructional strategies and methods to supports specific students. The English Language Advisory Committee (ELAC) now meets monthly and serves as a parent education forum for bilingual families. Teaching assistants have been provided for additional support of EL in general education classrooms. The ELD Specialist ensure that parent education is provided to parents of English learners that supports them in helping their children at home.

Progress is being made in the area of providing challenging curriculum to our Special Education students. CCHS serves students with a wide array of disabilities. These students may have difficulty raising their achievement scores to proficient or above at the rate determined by the AYP. It is our belief that students need exposure to rigorous curriculum while receiving appropriate educational supports. CCHS provides a program that serves the entire spectrum of students with disabilities. Students are assigned to classes that provide the least restrictive environment.

Many students come to CCHS lacking foundational reading, writing, and math skills needed to succeed in all subject areas. Some students have been placed in math classes for which they are under-prepared. CCHS has implemented math placement testing for all incoming students to assist in proper placement. Additionally, reading assessments have been implemented to identify students that need reading support. These students are provided support through the Read 180 elective course. Writing needs are being addressed through the school-wide writing initiative. Teachers work collaboratively to develop common lessons that effectively address student writing.

Achievement is often lower among 9th and 10th grade students. Some students are not motivated. Others do not recognize the importance of achievement at these grade levels. To address this lack of motivation and understanding, our counselors will give presentations and individual counseling. We will also employ teacher mentors and peer relationships built through the Link Crew program in which upper-classmen provide guidance to 9th grade students.

Some students have difficulty accessing academic support at home. Students may be unable to receive guidance in the home specific to developing college readiness, planning for post-secondary education, or gaining assistance with comprehension of some subject matters. Annual parent nights, Back-to-School Nights, Open Houses, and monthly parent group meetings are used as a means to support parents in helping their students at home.

The CCHS community (parents, teachers, and students) recognizes that resource limitations exist. More efficient allocation of resources as well as additional resources would drastically improve the performance of the students at CCHS.

CCHS strives to provide all students with an appropriate and rigorous curriculum that challenges students to increase in skill level. The use of data to drive instruction is a primary tool for planning instruction that will yield improvement. Subgroups are identified and targeted by teachers and committees to determine appropriate intervention models. Through counseling, professional development for teachers, and programs such as AVID more students will be challenged to follow a college preparatory path.

Annual Year-End Evaluation of School Plan Objectives

Culver City High School School	Comprehensive School Plan Annual Year-End Evaluation of School Plan Objectives

Directions: Please review your school plan objectives actions and complete this form for each goal. Please mark each school plan objective as MET, NOT MET, or NOT MEASURABLE. Provide a narrative explanation in the space provided for any objectives that were not met.

Objectives	Met / Not Met / Not Measurable
The percentage of students scoring at the proficient or advanced level in ELA will increase from 74.5% to 89.2% by the end of the 2012-13 school year.	Not met
The percentage of students scoring at the proficient or advanced level in math will increase from 72% to 89.5% by the end of the 2012-13 school year.	Not Met
All significant subgroups will decrease the number of students not reaching proficient by 10% in order to achieve Safe-Harbor status, an alternate means of achieving AYP targets. a. African American b. Hispanic / Latino c. White d. SED e. EL	a. ELA - No, Math - No b. ELA - No, Math - No c. ELA - Yes, Math - No d. ELA - No, Math - No e. ELA - No, Math - No
Reduce the percentage of students in 9th grade who fail one or more courses from 28% to 24% by the end of the school year.	Met
The UC/CSU A-G completion rate will increase from 42% to 44% by the end of the school year thereby increasing the number of students eligible to attend a four year university upon graduation.	Not Met

Narrative Explanation for each objective not met:
Goal #1 & Goal #2 - While our schoolwide performance in ELA and Math improved slightly, it was insufficient to meet our target. We are strategizing to provide increased support for our subgroups to meet Safe Harbor targets for the coming year.

Goal #3 - We have not made significant improvements in the number of students reaching proficiency targets as measured on the CAHSEE. This continues to be an area of focus.

Goal #5 - There needs to be targeted efforts to support students in successful completion of higher level math and science courses (Algebra 2 and Chemistry). Improved passage rates in these classes will have direct impact on the percentage of students completing the A-G sequence.

Total number of School Plan Objectives: 5
Total number of School Plan Objectives met: 1
Percentage of School Plan Objectives met: 20%

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	1,683	1,623	1,545	353	358	344	399	365	354	193	192	181
Growth API	812	821	832	866	876	887	782	786	788	881	892	912
Base API	804	811	826	854	864	878	779	780	793	882	881	893
Target	A	A	A	A	A	A	5	5	5	A	A	A
Growth	8	10	6	12	12	9	3	6	-5	-1	11	19
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	656	634	614	277	275	232	701	633	677	122	116	113
Growth API	775	782	797	695	703	729	770	776	793	580	583	573
Base API	767	774	788	705	694	712	770	769	783	558	578	598
Target	5	5	5	5	5	5	5	5	5	12	11	10
Growth	8	8	9	-10	9	17	0	7	10	22	5	-25
Met Target	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No	No

Conclusions based on this data:

1. Every group demonstrated substantial growth in with the exception of Students with Disabilities. Our efforts have yielded positive results towards achieving on of our mantras - 800 for all.
2. Students with disabilities experienced substantial negative growth (-25) after two years of positive growth (+28). This suggests that we need to be more targeted about the individual needs of students with disabilities and develop goals that will support their movement toward proficiency in all areas.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	99	99	98	98	98	99	99	98	95	100	100
Number At or Above Proficient	419	392	410	96	104	105	98	77	80	54	47	64
Percent At or Above Proficient	73.6	74.5	73.5	83.5	86.7	87.5	71.5	70.0	64.0	81.8	83.9	88.9
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	100	99	99	99	98	98	100	99	83	95	96
Number At or Above Proficient	139	148	142	37	32	30	137	151	158	18	8	12
Percent At or Above Proficient	64.7	67.0	64.0	42.5	34.8	35.7	62.3	66.8	65.6	38.3	22.9	29.3
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	No	No	No	No	Yes	No	No	--	--	--

Conclusions based on this data:

1. Only White and Asian student subgroups have met their targets in this area. Proficiency in ELA must continue to be a priority at CCHS for all subgroups.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	97	99	98	98	98	98	98	99	97	95	100	100
Number At or Above Proficient	367	379	394	86	105	100	87	70	74	52	49	68
Percent At or Above Proficient	64.7	72.1	71.0	74.8	86.8	83.3	63.0	63.6	59.7	78.8	87.5	94.4
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	97	100	98	98	100	97	98	100	99	81	95	82
Number At or Above Proficient	115	137	138	38	48	42	121	142	155	11	8	11
Percent At or Above Proficient	54.2	62.3	62.7	44.2	51.6	50.6	55.0	62.6	64.6	23.9	22.9	31.4
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	No	No	Yes	--	No	No	No	--	--	--

Conclusions based on this data:

1. Only Asian students meet federal standards for proficiency in mathematics. Math proficiency must continue to be a priority for improving instruction and learning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers			110
Percent with Prior Year Data			100.0%
Number in Cohort			110
Number Met			59
Percent Met			53.6%
NCLB Target	54.6	56.0	57.5
Met Target			No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort					23	98
Number Met					--	43
Percent Met					--	43.9%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target					*	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	--

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	749	642	580
Percent with Prior Year Data	100	99.8	100.0
Number in Cohort	749	641	580
Number Met	409	424	367
Percent Met	54.6	66.1	63.3
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	583	326	576	242	537	221
Number Met	169	160	190	128	181	107
Percent Met	29	49.1	33.0	52.9	33.7	48.4
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

100% of student will graduate high school.
Graduation rate.
For 2012, the estimated graduation rate for Culver City High School was 90.7%. For English Learners, the rate was as low as 66%.
CCHS will analyze graduation rates annually to determine graduation rate and reasons for not graduating (completion of course requirements, passage of the CAHSEE, or drop-out).

Information and awareness for 8th grade students • 8th grade orientation meeting • Scheduling presentations by HS counselors • Individual class scheduling meetings with counselors	Spring - 8th grade	Counselors, Admin	Copies - Course Description Handbook (2000 copies)	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block

Pre-remediation / preparation courses for at-risk students before entering high school (summer following 8th grade) • Summer Bridge course focusing on study skills, reading, and writing • summer School - Algebra Readiness course	June-July	Admin - C&G, Summer School Principal	Salaries for summer school teachers	1000-1999: Certificated Personnel Salaries	None Specified	18000
			Supplemental instructional materials	4000-4999: Books And Supplies	School and Library Improvement Program Block	1000
Identify and enroll students in support classes for 9th grade. • Read 180 Reading Intervention Course • Math support block, concurrent enrollment in Algebra 1	March-June (8th grade year)	Admin - C&G, CCMS Admin				
Administrators visit English classes to review student expectations, including graduation requirements (grades 9-12).	September	Admin				
Counselors make presentations to all students in grades 9-12 through Social Studies classes. Topics include graduation requirements vs. college entrance requirements.	October, November	Counselors				
Counselors provide individual intervention counseling for students in grades 9-12 at each grading period when any grade drops below a C-.	Every 5 weeks	Counselors				
Students enroll in Summer school class(es) to remediate failing grades through counselors.	May	Counselors				

Students receive CAHSEE preparation lessons through ELA and Math classes in grades 9 and 10.	9th grade (all year) 10th grade (Fall semester)	Admin C&G, Teachers				
Students who have not passed Algebra 1 by the end of 9th grade will be enrolled in a CAHSEE Math course to develop specific skills for passing the CAHSEE Math Test.	10th-12th grade	Counselors				
English Learners in 10th grade will take a CAHSEE pre-test to identify needs for pre-intervention coursework.	November	Admin C&G, ELD Specialist, ELA Teachers	Extra duty pay for teachers to prepare exam and score essays.	1000-1999: Certificated Personnel Salaries	None Specified	450
After school pre-intervention courses for EL students in 10th grade to prepare for CAHSEE.	December, January, February	ELD Specialist, ELA and Math Teachers	Extra duty pay - hourly for teaching after school prep classes.	1000-1999: Certificated Personnel Salaries	None Specified	4000
11th and 12th grade students who have not passed one or both portions of the exam will be provided opportunity for after school intervention classes.	Six weeks prior to each exam.	Admin C&G	Extra duty pay - hourly for teaching after school prep classes.	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	1000
Group advisement sessions for all students requiring remediation.	May	Admin C&G				
Faculty will be trained to understand graduation requirements to assist in advising / mentoring students.	August	Principal, Admin C&G				
Technology will be maintained, including computer, copier, LCD projector, and document cameras. Items will be replaced as needed.	Ongoing	Principal, Tech Coordinator	Purchase, repair, and replacement of technology equipment - hardware and software.	4000-4999: Books And Supplies	School and Library Improvement Program Block	50000
Instructional Aid for Technology will maintain the computer labs and computer carts.	Ongoing	Principal, Tech Coordinator	Salary for position	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	38000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

All students in 10th grade will score at the proficient level in English Language Arts and Math on the California High School Exit Exam.
CAHSEE scores.
In 2013, 73.5% of 10th graders are proficient in English Language Arts and 71% of 10th graders are proficient in Math.
The CCHS staff and administration, as well as the School Site Council, will measure the performance level of all subgroups based on the CAHSEE to identify areas of ongoing need.

The ELA and Math departments will continue to create and revise 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, 3) identify areas for intervention.	Quarterly	Principal, Admin C&G, Department Chairpersons, Teachers	

Teachers will receive professional development specific to Common Core standards that are to be implemented immediately. • The ELA department will coordinate training with the district specialists and will complete at least three two hour workshops to examine and implement the new standards of practice. • The Math Department will attend three full professional development sessions led by CMAS LMU trainers on the Common Core standards of practice. Subject alike groups will implement standards and reflect on effectiveness in collaboration meetings.	August to June	Principal, Admin C&G, Department Chairpersons	Sub costs for teacher training	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	7500
			Materials for training	4000-4999: Books And Supplies	School and Library Improvement Program Block	2000
			Consultants for training	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	4000
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.	September to June	Leadership Team				
Tutoring for all subjects will be available before and after school.	September to June	Admin C&G, Jenny Ta	Hourly Pay for Teacher Tutors / Coordinator	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	28,000
Supplementary materials, subscriptions, and resources will be purchased as needed to support instruction that promotes mastery.	September to June	Principal, Budget Secretary, Teachers	Instructional supplies, Read 180 subscription and materials, etc.	4000-4999: Books And Supplies	School and Library Improvement Program Block	28000

Professional development opportunities will be made available to support improved instruction, promoting mastery, improving student engagement, and targeting specific populations for increasing learning. Includes, but not limited to AVID Institute, AP Conferences, etc.	September to June	Principal, Admin C&G	TBD			10000
CST and CAHSEE data for all EL students will be provided to all ELD and SDAIE teachers at the beginning of the year in order to identify needs of EL students.	August, September	Admin C&G, ELD Specialist, ELD Counselor				
CELDT Data will be provided to all ELD and SDAIE teachers as re-leveling occurs in order to identify needs and placement of EL students.	Upon re-leveling	ELD Specialist				
Teachers of ELD students will meet monthly to discuss progress of students, curricular issues, and program needs with the ELD Coordinator and the ELD Department.	Monthly	ELD Chairperson	Stipend for ELD Coordinator	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	1000
Teaching assistants will be assigned to mainstream, SDAIE, and ELD classrooms to provide additional support to students in various stages of language acquisition.	August	Ed Services, Principal				
Provide computers, software, and supplemental resources specific to language development for ELD I and II students.	Fall	ELD Specialist, ELD Chairperson, IT Coordinator	Expenses fall under category of computer and technology (46,000)			
Bilingual guidance technician will assist in student conferences and Spanish translations during meetings and student interventions.	Ongoing	Admin				

Virtual curriculum program, Odyssey, purchased in 2011 will be maintained and used as supplementary instructional resource.	Fall	Admin	Odyssey subscription maintenance	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	4800

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

All students will be college and career ready upon graduation (at least 50% will be UC/CSU eligible).
A-G completion rate (C- or better).
In 2012, 41% of graduating seniors were eligible to apply to UC/CSU.
Analysis of disaggregated test scores and passage rate of the CAHSEE.

Educate all staff about UC/CSU, NCAA entrance requirements.	August, September	Principal, Admin C&G, College Counselor				
Counselors attend UC/CSU, NCAA awareness conferences.	September to November	Counselors	Conference fees / travel	5800: Professional/Consulting Services And Operating Expenditures	School and Library Improvement Program Block	1000
Purchase updated NCAA guides for G.O. and brochures for student athletes.	September	Counselors - Fages	NCAA Manuals	4000-4999: Books And Supplies	School and Library Improvement Program Block	250

Update information on school website specific to college awareness, readiness.		College Counselor	
8th grade orientation - expose students to college entrance requirements.	April, May	Counselors	
8th scheduling presentations - expose students to college entrance requirements.	April, May	Counselors	
8th grade scheduling meetings - individual meetings	April, May	Counselors	
9th-12th grade culture chat in fall	September	Admin	
9th-12th grade counselor classroom presentations	October-December	Counselors	
9th-11th grade scheduling presentations	February	Counselors	
9th grade class presentations to develop 4-year plans	Fall	College Counselor	
10th grade class presentations - interest inventory and career exploration	Fall	CTE Counselor	
11th & 12th grade individual conferences with college counselor, RE: 4 year plan	Fall	College Counselor	
College Night - UC/CSU application workshop for 12th grade students and parents	September	College Counselor	
College Fair - college representatives will be available on campus for all students and parents (9th-12th)	September	College Counselor	
College Planning Workshops for Families	Fall	College and Career Counselors	
Financial Aid Application Workshop	January, February	College Counselor	

Fund tutors for AVID program. Two college students at $4500 each.	Ongoing	AVID Coordinator	AVID Tutor - Independent Contractors	5800: Professional/Consulting Services And Operating Expenditures	School and Library Improvement Program Block	9000
College Practice Testing: PLAN, PSAT, mock-SAT	as scheduled	Ms. Fujisawa, PTSA, Ms. Howard				
Community College field trips and placement testing for 12th grade students	spring	College Counselor / Tech	Transportations	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	2000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

All students will earn 60 semester credits by the end of their Spring semester in 9th grade.
Report of students who fail one or more classes during the year.
for the 2012-2013 school year, 24% of students in 9th grade failed one or more classes.

All students earning marks below a C- at any grading mark will receive counseling from an academic counselor.	Each 5 week grading period.	Counselors	
Teachers will communicate with parents and counselors about students in danger of failing and offer guidance and support.	September to June	Teachers	
Counselors and administrators will make presentations about the importance of passing classes to all students.	September to October	Administrators, Counselors	

The Link Crew freshman support program will be expanded to provide mentoring and support to 9th grade students throughout the school year. The previously extra-curricular activity will be formalized as a leadership class.	September, October	Link Crew Coordinator, Admin	Link Crew supplies, refreshments, t-shirts	4000-4999: Books And Supplies	School and Library Improvement Program Block	1800
Peer tutoring will be available to 9th grade students after school everyday and twice each week in before school. 9th grade students will be encouraged to attend.	October to June	Principal, PTP Coordinator	Expense documented in goal #2			
Athlete Support Program will be implemented (A+A) to provide academic support and guidance to student athletes in danger of ineligibility to participate in sports (gpa below 2.0). Teacher "coaches" will meet with candidates weekly to assist with organization and provide tutoring to students in lieu of teacm practice.	October to June	Administrator, Athletics	Hourly Pay for Teacher Time	1000-1999: Certificated Personnel Salaries	Foundation	8000

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

All students will be eligible to participate in athletics and extra-curricular activities.

Students with a minimum gpa of 2.0, attendance / truancy rates, and discipline reports.

School will monitor athlete eligibility reports, suspension reports, and No-Go lists.

Student attendance will be monitored through daily attendance reporting from teachers. Absent students will be contacted via an automated phone message. Students who do not clear absences within five days will be contacted by attendance office personnel to verify reason for absence.	September to June	Teachers, Attendance Office Staff	

SARB: Students who are identified with 3 or more uncleared absences for any period enter into the SARB (Student Attendance Review Board) Process. Warning letters are sent home following three truancies are recorded. If truancies continue, a SARB II letter is sent home and a meeting is held between the Assistant Principal, student, and parent. Continued truancies result in a SARB III letter mailed home. The parent(s) and student are brought before a hearing before the Student Attendance Review Board #13. Among those present are community representatives of the District Attorney, Mental Health Professionals, School Officials (Nurse, Assistant Principal) and District Officials, the board will determine appropriate interventions.	September to June	Administrators: Lisa Cooper and Jon Chapman. Attendance office staff.	

In an effort to motivate students to attend class and verify absences, warning letters and phone calls are generated based on three or more uncleared absences to any class within a ten-week eligibility period. Students who are verified truant or who fail to clear up absences will be ineligible to participate in sports or student activities for the following ten week cycle (the NoGo List).The underlying purpose of this program is NOT to exclude students from participation, but on the other hand to give us a tool to encourage student-athletes and others involved in activities to set the proper model for their classmates. There is consideration to include students who are overly delinquent in serving Saturday Schools and Detentions to this list.	Quarterly	Administrators: Lisa Cooper and Jon Chapman			
Athletics + Academics Program Overview: This program targets 9th and 10th grade athletes with a 6th period PE I or PE II Team Sports. One day per week, they are pulled in to a classroom with an assigned teacher/academic coach. During the weekly sessions, students will have short discussions of topics relating sports and society, receive mini-lessons on study skills, and complete assignments or prepare for tests within a study hall in the peer tutoring model, with upper class student mentor/tutors.	Grading Periods, Ongoing	Dr. Chapman	Hourly pay for mentor teachers (expense documented in goal #4)	1000-1999: Certificated Personnel Salaries	Foundation

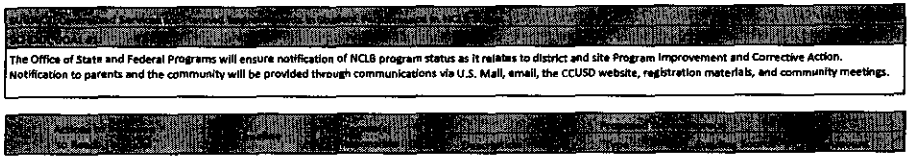
A+A Procedures: Students are identified by a combination of coach referral and examination of 5-week grades. Dr. Chapman has a short meeting with the identified students and gives them a letter to take home to discuss with their parents. Students are assigned to sections and notified each week via a reminder/pass. Their coach marks the students absent and the Mentor/Academic Coach send in a list to be coded as a "V", school activity. Tutors are recruited by a recommendation of their coach and examination of grades and transcripts. Tutors can receive service learning credit. Tutors undergo a training from the coordinator of the Peer Tutoring program.	Evaluate at each grading period.	Dr. Chapman	
Student suspensions will be reduced by developing alternative means of correction that focus on supporting positive behaviors and restorative justice. These will include, but are not limited to: Counseling Group Counseling / Therapy Community Service Positive Behavior / Restorative Justice Workshops	Ongoing, Counseling groups will begin in October-November and will conclude in May	Administrators, Health Center, Counselors	

Teachers with high incidents of office referrals will be provided training: Capturing Kids' Hearts Restorative Justice	Ongoing, as workshops are available	Administrators	Subs	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	2000
			Workshop Fees	5800: Professional/Consulting Services And Operating Expenditures	School and Library Improvement Program Block	6000
			Travel and lodging	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	2000
	Ongoing.					
	Ongoing.					

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1



The Office of State and Federal Programs will ensure notification of NCLB program status as it relates to district and site Program Improvement and Corrective Action. Notification to parents and the community will be provided through communications via U.S. Mail, email, the CCUSD website, registration materials, and community meetings.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school); parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Farris, Dylan	[X]	[ ]	[ ]	[ ]	[ ]
Chapman, Jon	[ ]	[ ]	[X]	[ ]	[ ]
Greenberg, Denise	[ ]	[X]	[ ]	[ ]	[ ]
Marsh, Michael	[ ]	[X]	[ ]	[ ]	[ ]
Penman, Januari	[ ]	[X]	[ ]	[ ]	[ ]
Richardson, Dan	[ ]	[X]	[ ]	[ ]	[ ]
Snyder, Rachel	[ ]	[X]	[ ]	[ ]	[ ]
Yen, Joan	[ ]	[X]	[ ]	[ ]	[ ]
Bishop, Ann	[ ]	[ ]	[ ]	[X]	[ ]
Gardner, Leslie	[ ]	[ ]	[ ]	[X]	[ ]
Jones, Kelli	[ ]	[ ]	[ ]	[X]	[ ]
Wallace, Jamie	[ ]	[ ]	[ ]	[X]	[ ]
	[ ]	[ ]	[ ]	[X]	[ ]
	[ ]	[ ]	[ ]	[ ]	[X]
	[ ]	[ ]	[ ]	[ ]	[X]
	[ ]	[ ]	[ ]	[ ]	[X]
	[ ]	[ ]	[ ]	[ ]	[X]
Numbers of members of each category:	**1**	**6**	**1**	**4**	**4**

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

The Single Plan for Student Achievement

School: Culver Park High School
CDS Code: 19644441932656
District: Culver City Unified School District
Principal: Veronica Montes
Revision Date: 11-5-13

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.

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

Contact Person: Veronica Montes
Position: Principal
Phone Number: 310-842-4200 ext. 3600
Address: 4601 Elenda Street, CP Annex
Culver City CA 90230
E-mail Address: veronicamontes@ccusd.org

The District Governing Board approved this revision of the SPSA on .

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.

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School Vision and Mission

Culver Park High School's Vision and Mission Statements
CULVER PARK HIGH SCHOOL's VISION is to create an environment and school climate that promotes and supports student achievement and gives students a sense of empowerment over their own education and personal growth.

CULVER PARK HIGH SCHOOL's MISSION is to provide individualized programs which will maximize student success geared towards graduation. The school helps students acquire the skills necessary to return to the comprehensive high school, or transition to the work force and/or higher education. The goal of this approach is to make students aware of and develop the human qualities that allow them to become contributing, productive members of society. The school provides a safe and supportive atmosphere to help students cope with and manage problems of living in today's society.

CPHS AXIOMS:

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

CPHS ESLRs:

ESLRs - CPHS prepares students to be:

Healthy Individuals who
- Have knowledge of physical and mental health
- Value themselves and others
- Respect racial and cultural differences
- Work cooperatively with others and resolve conflicts peacefully

Responsible Citizens who
- Take responsibility for their behavior
- Are able to obtain and keep a job
- Support their local and global environment
- Volunteer and vote in their community

Effective Communicators who
- Understand verbal, nonverbal and written messages
- Express thoughts and feelings verbally, nonverbally, and in writing
- Read, listen, write and speak reflectively and critically
- Use technology to gather, organize, and convey information

Complex Thinkers who
- Collect, analyze, integrate, and apply information
- Transfer learning to new situations
- Make logical, responsible decisions and/or deductions
- Show originality in their works

Self-directed Achievers who
- Can identify their goals and accept responsibility for meeting them
- Understand that each goal involves a series of steps and that the evaluating progress is an ongoing process

- Clearly identify problems and create solutions
- Set high standards for themselves and strive to produce quality work

School Profile

SCHOOL PROFILE

Culver Park High School (CPHS) is the continuation school, with an independent study program, for the Culver City Unified School District (CCUSD). The district includes five elementary schools, one middle school, one high school, an adult school, and a pre-school program. Culver City is a small community surrounded by the city of Los Angeles and located west of downtown. It encompasses 4.74 square miles and has a population of about 41,500. The median price for a home in Culver City is $600,000, with the average household income estimated to be $60,850. Culver City is known for its cultural trends in art, music, and theater. There are fine restaurants, some specializing in organic foods and various ethnic cuisines.

Culver Park High School was first established in 1979. It was relocated in September, 2012 from a refurbished portion of an older elementary school in the district to newer bungalows between the Middle School and Farragut Elementary. Community support is derived from the CPHS School Site Council (SSC) ,Culver City Parent-Teacher Association (CCPTA), Exchange Club of Culver City, Culver City Education Foundation (CCEF), Culver City Police Department (CCPD), and Culver City Youth Health Center run by the Venice Family Clinic. Sony Pictures and CCEF support the arts programs in the school by donating funds that allow us to contract with ArtworxLA (formerly the HeArt Project); a Los Angeles nonprofit arts education organization that brings professional artists to alternative high schools.

The school was first accredited by the Western Association of Schools and Colleges in 1988, then again in 1994,1998, and 2005. In March 2011 CPHS underwent a full self-study and was granted a six year with a midterm review WASC accreditation. In 2010, CPHS was selected as a Model Continuation School by the California Department of Education (CDE). The school received recognition from State Superintendent Jack O'Connell, United States Senator Barbara Boxer and The City Council of the City of Culver City. CDE defines model schools as those that "provide comprehensive services to at-risk youth through the use of exemplary instructional strategies, flexible scheduling, and guidance and counseling services."

The school's graduation requirements are the same as those of the traditional high school. Students must earn 220 credits in specific areas and pass both parts of the California High School Exit Examination (CAHSEE). CPHS offers all classes needed to receive a high school diploma. Coursework is individualized and self-paced, addresses each student's strengths and weaknesses. Additionally, students have the opportunity to take Regional Occupation Program classes, enroll in community college and/or adult school courses, and classes online.

The staff and students at CPHS are committed to creating an environment and school climate that promotes and supports achievement by giving students a sense of empowerment over their own education and personal growth. Expected Schoolwide Learning Results (ESLRs) set the expectation level. All efforts go into having students become the following by the time they leave school: healthy individuals, responsible citizens, effective communicators, complex thinkers, and self-directed achievers.

Culver Park welcomed a new partner to support our students. Southwestern Law School provides a 10 session workshop called Street Law to our students. The intent of the program is to increase student awareness of laws that impact them and increase understanding of their civic responsibility.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an anaylisis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following schoolwide areas of strength were identified during the WASC March 2011 Team Visit:

- Support from CCUSD District Administration and Board of Education
- Mission, vision, and ESLRS are clearly stated
- Dedicated, experienced, supportive and knowledgeable school leadership and faculty
- Students and staff agree that the small population is a definite strength
- The principal is the driving force of the school
- Strong and supportive clerical staff
- Modifying curriculum according to student interest
- Scaffolding curriculum to student skill level
- Communication and collaboration among staff for student needs and cross-curricular learning
- Use of research based instructional strategies such as building background knowledge
- Instructors differentiate contracts according to individual interests and needs within the standards based curriculum
- Ready access to technology for any student
- Communication between students and teachers facilitated by small size
- Formalized process for keeping parents aware of student progress
- Strong ties to the district through school representation on the school board
- Highly qualified teachers in all subject areas
- Varieties of assessments allow teachers to monitor student proficiency and ensure student engagement through students' individual interests
- Course requirements are tied to state standards and ESLRs are addressed throughout the curriculum
- Daily communication among staff to discuss student progress
- School culture is one of trust, respect, and professionalism
- Safe, clean, and orderly environment
- Strong student support system
- Every student knows their standing with graduation requirements
- All of the stakeholders, from student to board member, work as a team and each plays an integral role in the culture of the school

The following schoolwide critical areas for follow-up were identified:

- Increased analysis of student achievement and performance on CST's
- More collaboration among staff regarding student performance data, and relevant professional development opportunities to increase student learning
- Reading and writing: need to improve students' reading comprehension and writing skills in all subject areas
- Math: need to increase proficiency in basic math skills for passing the CAHSEE as well as later academic success
- Growing population of EL students necessitates ongoing search for resources, bilingual support on site, and including SDAIE strategies in all classrooms
- Need to increase the rigor and breadth of the curriculum using current state standards based curriculum; including the use of technology and multimedia
- Need to increase direct instruction in the classroom, consistent timeframes on completion of student work and standardized grading
- Part-time counselor: students have a variety of needs ranging from academic issues to career counseling to family and personal issues
- More opportunities for parental involvement

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

In November 2009, a team of field experts sent from the CDE conducted a site validation visit to determine if CPHS met the criteria for recognition as a Model Continuation High School. The team commented that: "All teachers are committed to individual student success" and that "CPHS is a student-centered, nurturing, educational institution."

The 2011-12 schoolwide action plan calls for more directive teaching and project-based assignments to occur on a regular basis in classrooms, regardless of the course in which the student is enrolled. There are four teachers on campus and each teacher has been assigned a primary subject area. The major focus areas are: math, English, social science, and science. Teachers are now putting together whole group lessons that apply to all the domains of their subject area. For the first time there is a homogeneous grouping of students in one class period doing Geometry. In the English and math classes, teachers are conducting group practices in preparation for the CAHSEE, as well as having students on similar assignments work in pairs or small groups. The science teacher has an amazing display of student work in her class; students complete projects and give oral presenations in front of the class at the conclusion of their course work. Computers and printers are provided in every classroom.

The 2010 WASC Visiting Team noted that student work was differentiated according to individual issues. They commented that more direct instruction and the use of EL stategies need to be implemented on a schoolwide basis.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Report cards/ progress reports are sent out every five weeks during the school year to parents informing them of how their student is doing in school. Blank daily or weekly progress report forms are available in our office and teachers are willing to fill them out for students upon request. Teachers are always available for parent conferences.
   CAHSEE and CSTs results are analyzed by the principal and teachers to identify trends and changes in the data over the previous three years. Conclusions or inferences can then be drawn from the data. Goals and strategies stated in The Single Plan for Student Achievement have been derived from this data.

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

CPHS uses the ASAM School Report to evaluate performance level achieved. The three indicators selected by the school for yearly comparision are: the percentage of long-term students who received out-of-school suspensions, the percentage of attendance by long-term students, and the results of reading achievement achieved through pre and post-assessments administered locally using the Renaissance STAR Reading. An assessment of the data includes teachers identifying critical findings, drawing inferences or conclusions and then comparing results to other sources of evidence.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

According to No Child Left Behind, "a highly qualified teacher must have a bachelor's degree, full state certification, as defined by the state, and demonstrate competency, as defined by the state, in each core academic subject he or she teaches."
CPHS teachers are fully credentialed and have a full BCLAD/CLAD certification. One teacher holds a Master's degree and three have Bachelor degrees.

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

All CPHS teachers meet the state's definition of a highly qualified teacher in their core academic subjects. Teachers have access to AB466 training to provide them with professional development aimed at assisting them in their delivery of the state content standards to students.

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

One of the goals that is a CCUSD priority is for sites to provide professional development opportunities and materials that prepare, renew and inspire teachers to deliver the curriculum in an engaging manner that motivates and addresses the needs of all students. Professional development for 2010-11 focused on "Working with English Learners". Presenter Carole Ferraud conducted six workshops with emphasis on student engagement, learning objectives with language and instructional strategies. This year, 2011-12, professional development will continue the emphasis on EL.

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

Professional development at the site level this year will continue to focus on using data to drive instruction. Building a stronger Professional Learning Community (PLC) is the emphasis for this school year in order to better meet the needs of the EL students. In addition to mentoring from veteran teachers, the newest CPHS teacher completed the Beginning Teacher Support & Assessment (BTSA) program.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Since CPHS has such a small staff, teachers share a common prep period which allows for time to plan interdisciplinary teaching assignments. Teachers meet informally daily, and a formal staff meeting is held weekly. All teachers are members of the School Site Council (SSC) and had input into the development of the school plan, including a budget. The SSC agreed upon the educational strategies that are being implemented at our school to help our students achieve at their highest levels.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

In all courses taught at CPHS there is an alignment of curriculum, instruction, and materials to the content and performance standards.
One of the priorities of the CCUSD is that all sites address the California State Standards and the individual needs of our students. With resources and support, CPHS offers an opportunity for students to achieve.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

CPHS adheres to the recommended instructional minutes for reading/language arts and mathematics with access to standards-aligned core courses as outlined in the Essential Program Components. The school's master schedule provides effective use of instructional time to provide all students access to English/language arts and Algebra I courses. CPHS uses math and reading interventions to help students gain the skills necessary to pass related components on the California High School Exit Examination (CAHSEE).

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

While CPHS does not have a formal lesson pacing schedule, teachers offer all requirements needed to cover the California State Standards. Since CPHS is a continuation school, coursework is individualized and permits students to pace themselves according to their strengths and weaknesses.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

There is availability of standards-based instructional materials appropriate to all student groups. Each student is given his/her own Board-adopted textbook for each course. Additional instructional materials; such as, computer software, consumable materials, and supplemental texts to the Board-adopted textbooks are available. Guest speakers and field trips are arranged when appropriate.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Courses at CPHS use SBE-adopted and standards-aligned instructional materials. In mathematics, we supply students with SBE-adopted textbooks for Algebra 1. Depending on ability, a student will take the two semester Algebra 1 class or the 4 semester Algebra A/B course. Numeracy is a math prep class that has been added to our offerings to help students pass the math portion of the CAHSEE.
Intervention materials include mathematics and English/language arts study guides prepared by the California Department of Education.
CPHS students may enroll in the CAHSEE prep course at the Culver City Adult School, if additional help is needed.
.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Each student at CPHS has an individualized learning plan designed to maximize their strengths. There is a 20:1 ratio of teacher to student in each classroom which allows for more 1:1 instruction than in a traditional setting. Accommodations are made, if necessary, to accommodate a student's unique learning style. Students can prove subject matter competency through alternative means, such as testing orally instead of taking a written exam. The set up of our classes provides time for re-teaching when needed.

14. Research-based educational practices to raise student achievement

Teachers at CPHS use research-based educational practices to help raise student achievement. In reading we provide instruction in the five areas promoted with the passage of the No Child Left Behind Act and the Reading First Act. The instructional practices are phonemic awareness, phonics, fluency, vocabulary, and comprehension. Various teaching approaches, such as whole language and scaffolding, are used when appropriate.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Attendance is carefully monitored at CPHS through consistent home/school communication regarding absences. All home/school written communication is in both English and Spanish. CPHS has an article published each time in "Culver Currents in Print" to provide Culver City residents with information about what is going on in the schools.
CCUSD holds evening and Saturday workshops so parents can learn about homework expectations and the college application process.
The Free/Reduced Lunch Program is available to families of lower socio-economic status; 36% of our students take advantage of this opportunity.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Single Plan for Student Achievement is reviewed and updated annually, including proposed expenditures of funds allocated through the consolidated application, by the SSC. The current make-up of the SSC for the school is 1 principal, 4 teachers, 3 parents/community members, and 3 students. The SSC meets regularly during the school year, with the common goal of improving the school for all students.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Interventions designed to meet the needs of the students are being researched as to their effectiveness before the SSC releases purchase funds. Tutoring, counseling, supplemental materials, and specific academic programs are among the services being considered.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

STUDENT ACHIEVEMENT

The CAHSEE is the assessment that gives the most accurate information regarding students' true abilities and performance levels. Students must pass this exam in order to graduate and therefore, they take the test very seriously. Approximately 65% of the students that enter CPHS as juniors passed the CAHSEE in their sophomore year at the comprehensive high school. This is an indicator that ability is not the reason they failed classes. Other factors were at play, such as motivation, personal issues, and the inability to conform to the structure of the traditional classroom.

CREDIT DEFICIENCIES

On average, students are 10 courses behind upon entering Culver Park. Increasing classroom productivity and the amount of credits earned in order to compensate for existing credit deficiencies upon transfer from the traditional high school is one of the main functions of a continuation school. CPHS offers programs after school that allow students an opportunity to earn credits above and beyond their class work. Students can earn credits by being a member of the student council, by participating in one or more of the art or work experience classes.

Off campus, students can earn credits by enrolling in summer school and ROP programs at the high school, online classes, adult school and community college classes.

CPHS has established a system to monitor collective school and individual student credit achievement. The average credits earned per semester has risen each year over the last few years.

Annual Year-End Evaluation of School Plan Objectives

Culver Park High School School	Comprehensive School Plan Annual Year-End Evaluation of School Plan Objectives

Directions: Please review your school plan objectives actions and complete this form for each goal. Please mark each school plan objective as MET, NOT MET, or NOT MEASURABLE. Provide a narrative explanation in the space provided for any objectives that were not met.

Objectives	Met / Not Met / Not Measurable
By June 2012, student achievement on the CST/ELA will increase by 8% as measured by a 2% incremental increase on the performance levels.	Met - 25% increase in basic to advanced
By June 2012, the number of students passing the CAHSEE/ELA will increase by 10%.	Not met - pass rate remained the same
By June 2012, the student achievement on the CST/Algebra & Geometry will increase by 8% as measured by a 2% incremental increase on the performance levels.	Not met - no progress, students scored below basic
By June 2012, passing scores on the CAHSEE/Math will improve by 10%	Not met - pass rate decreased
By 2011, all students will have a four-year high school plan that includes goals and strategies for transitioning to life after high school.	Met

Narrative Explanation for each objective not met:
It is with hesitation that CPHS claims to have met or not met goals determined by CST and CAHSEE results. The small number of students tested is often considered to be statistically insignificant. CPHS had only two 10th graders in 2010 and neither of them returned this year, so there are no 11th grade individual scores to compare to see how students are growing from year to year. All interpretations are based on a summary of all 11th grade students.

Total number of School Plan Objectives: 5

Total number of School Plan Objectives met: 2

Percentage of School Plan Objectives met: 40%

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	19	21	17	3	3	1	2	4	3	0	1	1
Growth API	423	594	578									
Base API	387	444	600									
Target	21	18	10									
Growth	36	150	-22									
Met Target	Yes	Yes	No									

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	14	13	12	2	4	4	11	9	7	0	0	0
Growth API	421	590	578				378					
Base API	383	435	599	405				379				
Target												
Growth												
Met Target												

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	67	100	100	0	--	100	100	100	100	--	--	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	--	100		100	100	100	--	--	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	67	100	80	0	--	100	100	100	100	--	--	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	--	100		100	100	0	--	--	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers			12
Percent with Prior Year Data			100.0%
Number in Cohort			12
Number Met			--
Percent Met			--
NCLB Target	54.6	56.0	57.5
Met Target			*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort					1	11
Number Met					--	--
Percent Met					--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target					*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	749	642	580
Percent with Prior Year Data	100	99.8	100.0
Number in Cohort	749	641	580
Number Met	409	424	367
Percent Met	54.6	66.1	63.3
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	583	326	576	242	537	221
Number Met	169	160	190	128	181	107
Percent Met	29	49.1	33.0	52.9	33.7	48.4
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	**No**	**No**	**No**

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT AREA: Graduation PERFORMANCE GAP: Only 45% of 12th grade students met all graduation requirements by June last year. GOAL: 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.
entering credit status, credit completion, graduation rates
Only 45% of 12th grade students met all graduation requirements by June, 2012. At the beginning of the year, students needed an average of 22 courses in order to graduate on time. Students completed classes at a varied rate.
Credit completion toward graduation requirements.

During initial orientation attended by the principal, student and parent, transcripts are reviewed and evaluated to determine courses needed for graduation and a grad plan with timeline is created. Copies are given to the student, parents, counselors, and advisor.	August 2013- and ongoing w/ new students	principal	
All students will be assigned to an advisor.	upon enrollment	principal	
During Friday advisory period, student and advisor will review students grad plan and student will reflect on his/her status and create an assignment sheet for the following weeks work.	weekly	advisor	
Upon completing a course, student will meet with principal for "ceremonial" completion activity. (mark off on student grad plan,high five, candy and accolades)	ongoing	principal, tasha	
A parent/student check in conference with advisor, counselor or principal will take place after each quarter for students who are more than 2 classes behind schedule to help them refocus on the plan.	beginning Nov 4 as needed	Tasha, Tonya, advisor, counselor, principal	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT AREA: Writing Skills

PERFORMANCE GAP:
Both self-study ELA CAHSEE writing results indicate that students' ability to communicate through writing is low schoolwide.

GOAL:
By June 2014, 100% of students will be able to write an essay that meets rubric criteria.

CAHSEE scores on the writing portion; teacher evaluation of student writing. Research regarding skills necessary for success in meeting Common Core standards and College and Career Readiness standards.

Students wiring skills are low based on both CAHSEE results and teacher observation.

Passing score on PLC developed writing rubric.

All students will produce an initial writing sample based on the same topic.	September 30, 2013 and within 2 weeks of enrolling for new students	advisor, principal	
During PLC meeting, staff will identify essential writing skills based on research reviewed.	Nov - Dec. 2013	teachers, principal	

During PLC meeting, staff will review sample writing rubrics and writing topics and create one for the school wide assessment.	Nov - Dec. 2013	teachers, principal	
During PLC meeting, staff will review the initial student writing samples to identify areas for targeted instruction based on the rubric.	Jan. 2014	teachers, principal	
During PLC meeting, staff will identify instructional strategies targeting those areas and provide the instruction and discuss outcomes at subsequent PLC meetings.	Jan.-March 2014	teachers	
Teachers in administer the common assessment to all students in each class. Students will have written to 4 prompts.	March 2014	teachers	
During PLC meeting, staff will evaluate the writing based on the rubric and discuss the results and next steps including but not limited to additional intervention for students, revision of writing prompts, etc.	April 2014	teachers, principal	
Targeted intervention and administration of additional assessments to students receiving intervention.	May 2014	teachers	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT AREA: Behavior
PERFORMANCE GAP:
GOAL: By June 2014, all students will be have passed a common assessment measuring knowledge of the 5 essential behavior skills.
[redacted]
student discipline records, teachers/staff observation
[redacted]
Students do not demonstrate consistent appropriate behavior.
[redacted]
Passing scores on common assessments.

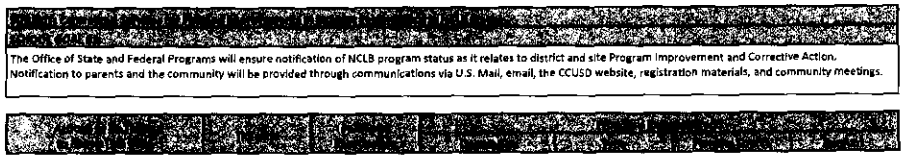
[redacted]	[redacted]	[redacted]	[redacted]
During PLC meeting, staff will review ESLRs and from them, identify essential standards.	Nov 2013	teachers, principal	

[redacted]	[redacted]	[redacted]	[redacted]
During PLC meeting, staff will review identified essential standards and develop an assessment tool that can be used to measure multiple standards and administered to all students.	Nov 2013	teachers, principal	
During PLC meeting, staff will review identified essential standards and develop an assessment tool and rubric that can be used to measure multiple standards and administered to all students.	Dec 2013	teachers, principal	
Leadership team will develop lessons targeting standards during advisory and roll out lessons	Dec 2013-April 2014	Bentsvi, principal	
Teachers will administer first assessment tool.	Jan 2014	teachers	
During PLC meeting, staff will evaluate and discuss the results; determine next course of action (instruction).	Feb 2014	teachers, principal	
Teachers will administer next assessment tool.	April 2014	teachers	
During PLC meeting, staff will evaluate and discuss the results; determine next course of action (instruction).	May	teachers, principal	

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1



The Office of State and Federal Programs will ensure notification of NCLB program status as it relates to district and site Program Improvement and Corrective Action. Notification to parents and the community will be provided through communications via U.S. Mail, email, the CCUSD website, registration materials, and community meetings.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Veronica Montes	[X]	[ ]	[ ]	[ ]	[ ]
Stephanie Bentsvi	[ ]	[X]	[ ]	[ ]	[ ]
Tasha Edwards	[ ]	[ ]	[X]	[ ]	[ ]
Angela Dyborn	[ ]	[ ]	[ ]	[X]	[ ]
Bill Lettner	[ ]	[ ]	[ ]	[X]	[ ]
Wendy Mendoza-Penaloza	[ ]	[ ]	[ ]	[ ]	[X]
Numbers of members of each category:					

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

The Single Plan for Student Achievement

School: Culver City Middle School
CDS Code: 19-64444-6057608
District: Culver City Unified School District
Principal: Jon Pearson
Revision Date: October 11, 2013

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.

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

Contact Person: Jon Pearson
Position: Principal
Phone Number: 310-842-4200
Address: 4601 Elenda St.
Culver City, CA 90230
E-mail Address: jonpearson@ccusd.org

The District Governing Board approved this revision of the SPSA on .

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.

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School Vision and Mission

Culver City Middle School's Vision and Mission Statements

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

BELIEFS

We believe that:

- Each person deserves to be safe.
- *Everyone deserves to be treated with respect.*
- Honoring diversity makes us stronger
- Peace is worth pursuing
- The quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits.
- Everyone has a right to a belief system.
- Aesthetics is essential to life.
- We are responsible for ourselves and accountable to each other.
- Individuals have the right to express their views, opinions and thought.
- The sense of family and belonging is integral to our lives.
- Everyone has the right to preserve his/her dignity.
- Each person has the capacity for goodness.

CULVER CITY MIDDLE SCHOOL VISION STATEMENT

The vision of Culver City Middle School is to prepare our students to become productive, life-long learners and responsible citizens. We will

- Close achievement gap by bringing all significant subgroups to 800 or above on the API state accountability targets and meeting the AYP federal accountability targets
- Prepare students so they are proficient across curriculum
- Integrate arts into the core curriculum;
- Provide diverse after-school programming;
- Provide a safe, welcoming, respectful, and encouraging culture for all stakeholders;
- Welcome parent/community involvement.

CULVER CITY MIDDLE SCHOOL MISSION STATEMENT

The mission of Culver City Middle School, a culturally diverse and collaborative learning community, is to ensure that all students are provided a rigorous, engaging educational program. We seek to foster a positive work ethic, integrity, respect, and a passion for learning, while striving to integrate technology in the interest of promoting student achievement.

WE BELIEVE:

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

School Profile

Culver City Middle School, a 2003-2014 California School to Watch – Model Middle School, is one of nine schools in the Culver City Unified School district. There are five elementary schools, one middle school, one high school, an alternative high school and an independent study program. The district also has an adult school and the Office of Child Development. Culver City Middle School serves a diverse student body, ethnically, linguistically and economically, of 1466 sixth, seventh and eighth grade students. It is located in the small community of Culver City, which is five freeway miles west of downtown Los Angeles and is surrounded by the city of Los Angeles. Culver City encompasses 4.74 square miles and has a population of about 41,500. The school is situated in a neighborhood of tree-lined streets, manicured lawns and well kept homes, which were built in the 40s and 50s. It is buffered on the south side by the La Ballona Creek and a bike path which runs to the ocean. Originally, Culver City Middle School was built in the 1940s as a high school. When the new high school was built in the 1950s, the school became a junior high school, and then, in the early 1980s, in accordance with Caught in the Middle, it was transformed into a middle school.

According to the October, 2012 California Longitudinal Pupil Achievement Data System (CALPADS), our student population is 40% Hispanic, 26% Caucasian, 18% African-American, 11% Asian, 2% Filipino, and 2% Two or More Races. English language learners are 5% of our student population with 19% reclassified as fluent English Proficient. In excess of 25 languages are spoken on our campus. 9% of our students have disabilities. We are currently a Title 1 School with 47% of our students participating in our Free or Reduced Lunch program.

Culver City Middle School has a staff of dedicated, caring and well-trained personnel who provide programs which give students equal access to the core curriculum. The principal and the staff have worked together to form a Professional Learning Community for the common goal of making a learning/sharing environment which is exemplary for all students, staff, parents and community. A collaborative effort through multiple media (i.e. webpage, parent access to grades and attendance through online portal, etc.) is in place in which understanding, listening, and constructive feedback are essential for success. Parents participate in PTSA, School Site Council, ELAC, and the Panther Partners Booster Club. Free mental health and medical services are available to students through a partnership with the Venice Family Health Clinic located on campus. Culver City Middle School has a sense of community with shared responsibility for all involved persons. All people and their opinions are valued and respected. This educational community is not afraid to take risks when it effects change and leads to achieving goals.

Culver City Middle School strives to attain the goals set by Caught in the Middle, Taking Center Stage and the State Department of Education's Standards. Culver City Middle School is student-centered and believes that students are our greatest resources and most promising leaders. Interdisciplinary teams have been established and interdisciplinary curriculum developed which encourages cooperative and collaborative learning and stresses higher level thinking skills. Teachers have high expectations for all students and provide students with opportunities to use the multiple intelligences throughout the curriculum. Academics, creativity and *imagination are stressed. We address the needs of all students in our diverse population and have created lessons which* accentuate cross-cultural understanding and interaction. Students participate in hands-on, high interest activities such as a multicultural festival and museum. Before and after school care is provided in collaboration with the YMCA and Culver City's Park and Recreation Department. Drama, Mock Trial, Math Counts, various student clubs, after school intervention classes, and athletics are just some of the offerings that are provided for students. Culver City Middle School has four computer labs and each teacher has at least one computer in the classroom with Internet access that enables teachers to access various web content to enhance instruction. We also have 40 iPADs that can be transported to rooms on a cart and have internet access via wi-fi. A majority of our teachers have and use LCD projectors and document cameras as technology tools for instruction. We have a fully staffed library with computers. We foster a college-preparatory culture through our AVID program, college visitations, and the development of our College/Career Center that allows students to explore various careers and post secondary education opportunities.

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

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an anaylisis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

According to the Educational Effectiveness Survey taken by all faculty and staff in May, 2013, Culver City Middle School, when compared to High Performing Schools, equaled or surpassed them in the areas of Collaboration and Communication, Supportive Learning Environment, High Expectations, Parent and Community Involvement, Curriculum, Instruction, and Assessment, Monitoring of Teaching and Learning, Focused Professional Development, Cultural Responsiveness, and District Support for improvement. We scored below in having a Clear and Shared Focus and Effective Leadership. Based on the data, teachers and staff identified specific goals to improve our organizational culture, which included setting Norms for all Staff, Leadership, Department, and Team Meetings, creating a system to celebrate student success, integrate and celebrate our diversity into our daily routines, and to focus developing our PLCs and RTI.

As a "California School-to-Watch," we are required to perform a Self-Study every three years. The four components of "Schools to Watch" are Academic Excellence, Developmental Responsiveness, Social Equity, and Organizational Structures and Processes. According to the data we gathered in September, 2011, our faculty believe we are doing an excellent job. A score of "4" on the rubric indicates that "the practice is highly and completely implemented, systemic, and coherent in every classroom and by every teacher across the school." A "3" indicated that "there is a high degree or maturing quality of implementation that is systemic. It may not be coherent or of the highest quality in every classroom and by every teacher, but certainly by most - 75% or better."

According to the Self-Study Rubric, our faculty believes that as a school, we need to do a better job

- Using a interdisciplinary approach to reinforce important concepts, skills, and address real-world problems;
- Deepening the understanding of important concepts and development of essential skills; and
- Including a variety of challenges and engaging activities that are clearly related to the grade level standards, concepts, and skills being taught.

We scored highest in

- Teachers using a variety of methods to assess and monitor the progress of student learning;
- Providing students the support they need to meet rigorous academic standards;
- Providing age-appropriate, co-curricular activities to foster social skills and character, and to develop interests beyond the classroom environment;
- Teachers adapting curriculum, instruction, assessment, and scheduling to meet their students diverse and changing needs; and
- Possessing and cultivating the collective will to persevere, believing it is their business to produce increased achievement and enhanced development of all students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

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

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

one, three, and five. On Wednesdays and Fridays, students attend periods homeroom, two four and six. Classes scheduled Tuesdays through Fridays are 90 minutes in duration. We have also built in 30 minutes of Advisory, Enrichment, Intervention, and Olweus (anti bullying program) every Tuesday through Friday. During this time, identified students access Success Maker software to assist them meeting grade level standards in math and ELA, teachers conduct support classes, GATE students meet and execute enrichment activities available for all students, and others participate in Sustained Silent Reading.

At CCMS, it is a school-wide expectation to instruct students using the latest research-based instructional practices. The staff has read Doug Lemov's "Teach Like A Champion" and our Leadership Team has worked on implementation of the techniques via collaboration and observation. Also, most of our staff participated in Team presentations of Robert Marzano's "Classroom Instruction that Works," which includes, but is not limited to: Identifying Similarities and Differences, Summarizing and Note Taking, Reinforcing Effort and Providing Recognition, Homework and Practice, Non-linguistic Representations, Cooperative Learning, Setting Objectives and Providing Feedback, Generating and Testing Hypothesis, and Cues, Questions, and Advance Organizers.

Currently through a partnership with Loyola Marymount University, we are implementing a "Teacher Leadership model that transforms math & science education by training, supporting, and growing a team of expert scholar practitioners (teachers) who collaborate and take action to lead the transition to Common Core State Standards within their schools and district. The Center for Math And Science Teaching (CMAST) provides high quality professional development that supports teachers in analyzing their practice through the lens of CCSS rigor within the context of their instructional design choices to strengthen math and science (i.e. STEM) knowledge in order to create a classroom culture where students do mathematics/science." Seven CCMS math teachers have volunteered to participate and are working tremendously hard creating this new curriculum.

Last year, our math and ELA teachers are being trained in Direct Interactive Instruction (DII) through Action Learning Systems, Inc *which includes a full year of training and coaching (demo, co-plan/co-teach, etc). In addition, our ELD department participated in* professional development workshops with Carole Ferraud which included classroom observations and feedback specific to the strategies presented. Moreover, our ELD department presented these strategies during monthly staff meetings. In addition, teachers have been trained in strategies to improve EL achievement promoted by Dr. Kate Kinsella, a renowned expert in the field of academic language acquisition. Lastly, how effectively teachers use these strategies are included in evaluation criteria.

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

Our high level of commitment to technology is evident. We have recently invested in 40 iPads which can move from room to room on a cart to enhance instruction and improve student engagement. Over 80% of our teachers utilize LCD projectors with streaming video resources, doc cameras, and iPads regularly in their classrooms. We have multiple departments utilizing technology such as Smart Boards, response clickers and computer write pads. Our school was the recipient of a technology grant through LACOE where 6th grade language arts teachers were trained to incorporate technology into the curriculum using digital cameras, LCD projectors, etc. We also use our website to improve communication between school and parent. Not only is homework posted on teacher webpages on our website, but parents can access grades, attendance, and progress through our Parent Portal.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

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

   - CST Scores
   - Benchmark Assessments
   - Department Assessments
   - CELDT
   - Success Maker Reports

   CCMS is meeting performance goals.

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

   Using School City, teachers, counselors, and administration analyze CST data to determine areas of needed improvement. In addition, grade-level departments create and deliver common formative assessments then meet during their weekly PLC to discuss student progress and appropriate responses when students do not meet proficiency targets. Also, over the past two years, we utilize Success Maker, which is accessed primarily by our English Learners, Students with Disabilities, and students who scored "Basic," "Below Basic," and "Far Below Basic" on the CST. Advisors collect reports and support individual progress.

   CCMS is meeting performance goals.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All of our teachers are considered highly qualified as defined by NCLB.

   CCMS is meeting performance goals.

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

   100% of Culver City Middle School faculty is fully credentialed as defined by NCLB. Our beginning teachers are enrolled in a BTSA for two years, and all are encouraged to continue to develop professionally by attending workshops and conferences. Many are currently attending graduate school to earn additional degrees.

   CCMS is exceeding performance goals.

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

   Currently our focus is to develop our Professional Learning Community by creating time for teachers during the school day to collaborate, create common assessments, discuss student achievement, and respond to individual student needs. Because of the implementation of the Common Core State Standards, many teachers are dedicating their PLC time to identifying "essential standards," revising their pacing guides, and ensuring inclusion of activities that will ensure our students are college and career ready.

   Through a partnership with Loyola Marymount University, we are implementing a "Teacher Leadership model that transforms math & science education by training, supporting, and growing a team of expert scholar practitioners (teachers) who collaborate and take action to lead the transition to Common Core State Standards within their schools and district. The Center for Math And Science Teaching (CMAST) provides high quality professional development that supports teachers in analyzing their practice through the lens of CCSS rigor within the context of their instructional design choices to strengthen math and science (i.e. STEM) *knowledge in order to create a classroom culture where students do mathematics/science." Seven CCMS teachers have* volunteered to participate and are working tremendously hard creating this new curriculum.

   CCMS is exceeding performance goals.

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

   CCMS teachers participate in two in-service workshops per year led by peers. These workshops have included but are not limited to trainings to learn how to best access and organize the information from the School City data base, effective EL teaching strategies, and how to integrate arts and technology into their core curriculum.

   Last year, all teachers, who have been trained on differentiated instruction and have read "Teach Like A Champion" by Doug Lemov, implemented specific techniques within their Teams. Teachers will continue to meet and implement this year.

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

   CCMS is meeting performance goals.

7. *Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)* (EPC)

   CCMS teachers appreciate the opportunity to collaborate during grade-level department, common prep-periods. At these PLCs, data is analyzed and best-practices and interventions discussed. In addition, teachers are given the opportunity to perform "learning walks" to observe their peers and provide critical feedback. Moreover again this year, Teams will be organizing and conducting peer observations focusing on techniques described in "Teach Like A Champion."

   CCMS is exceeding performance goals.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

CCMS teachers have already begun collaborating to ensure our curriculum is aligned to the Common Core State Standards. Grade-level departments are constructing pacing guides based on "essential standards" and creating common assessments. Common grade level department prep-periods allow teachers to analyze data from classroom assessments to identify standards that need to be re-taught, students who need extra support, and lessons/practices that need reflection.

CCMS is meeting performance goals.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

CCMS adheres to recommended instructional minutes for reading/language arts and mathematics. For at least 227 minutes per week, each CCMS student participates in reading/language arts and math classes, respectively. In addition, for 120 minutes per week, students engage in "Sustained Silent Reading," Intervention, or Advisory/Enrichment activities. Our instructional day exceeds the state mandated instructional minutes.

CCMS is exceeding performance goals.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

CCMS teachers collaborate each year to determine the lesson pacing guide for their grade-level subject. The initial planning takes place at staff development in August and continues throughout the year during common grade-level prep periods. At these meetings, teachers discuss student progress and opportunity for interventions, which may take place during the class period through differentiated instruction or during our Intervention Period on Tuesdays - Fridays for 30 minutes each day after lunch. Teachers select students in their classes who are not meeting proficiency standards and meet with them during this time to give additional support. Also, identified students are assigned to work on a computer-based program called Success Maker during this time to support math and English development.

In addition, students who have scored "Below Basic" or "Far Below Basic" on the CSTs in math are assigned a supplementary math class they take instead of a traditional Arts elective. Because the opportunity to take a traditional Arts elective is important, we give them the opportunity to take a 0 period PE class which would allow them to take choir, drafting, computers, or art, just to name a few, during the school day.

Our English Learners are enrolled in an Academic Language Development class as a supplementary class during the school day. Students also have the option to take a 0 period PE class so they can take a traditional elective.

Lastly, teachers also provide after-school tutoring support for those in need.

CCMS is exceeding performance goals.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

CCMS provides instructional materials appropriate to all student groups. Each student has access to textbooks while in class, and is given a textbook to take home for the year to use for homework and as a resource to support mastery of standards. We currently have four computer labs and each teacher has at least one computer in the classroom with Internet access. In addition, we have invested in 40 iPads which are on carts and can travel to classrooms. Also, we have a fully staffed library with computers.

CCMS is exceeding performance goals.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

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

Currently, our English/Language Arts uses textbooks published by Holt, Social Studies, Geometry, and math uses McDougall Littell, and Algebra and science use Prentice Hall. We have purchased Hampton-Brown/National Geographic, titled "INSIDE" for our English Learners. Our intervention progam uses a combination of interactive web-based programs, including Success Maker, drill review, and teacher-guided assingments and assessments.

CCMS is meeting performance goals.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

CCMS students are both supported and challenged through heterogeneous class groupings school-wide. All teachers have received ongoing training in implementing differentiated instruction techniques to best meet the needs of all learners. Furthermore, we have established and are continually refining a hierarchal Response to Intervention (RTI)-based system of interventions at our school. Examples of our interventions include two hours weekly for Intervention/Advisory/Enrichment/Sustained Silent Reading (SSR), Time Tracker student organizer, before/after school programs, proficiency courses as students' elective (Math Builders, ALD, Learning Center), small-group and peer tutoring, mentoring, Saturday programs, targeted parent nights, etc. We have implemented a Mandatory Intervention Program for 8th Graders, where students who receive failing grades must complete 3.0 hours a week of interventions in order to "earn back" end-of-the-year activities. All CCMS special education are placed in the least restrictive environment and English Learner students are placed appropriate in classes based on their CELDT level. Counselors are armed with the data to place/remove students from interventions and intervention teachers are armed with the data to remediate students in their areas of need.

CCMS is exceeding performance goals.

14. Research-based educational practices to raise student achievement

At CCMS, our goal is to instruct students using the latest research-based instructional practices. Five years ago, the staff read Robert Marzano's "Classroom Instruction that Works" and three years ago, teachers were trained on specific strategies to improve academic achievement by our English Learners through Dr. Kate Kinsella conferences and online workshops. In addition, Carole Ferraud, consultant, has been working with our District for the past three years to improve engagement strategies and SDAIE strategies that will support our English Learners in achieving grade level standards. Over the past two years, all teachers have been implementing techniques described in "Teach Like A Champion" by Doug Lemov and are implementing specific techniques within their Teams. Last year, math and ELA teachers were trained and coached in Direct Interactive Instruction (DII).

Currently, through a partnership with Loyola Marymount University, we are implementing a "Teacher Leadership model that transforms math & science education by training, supporting, and growing a team of expert scholar practitioners (teachers) who collaborate and take action to lead the transition to Common Core State Standards within their schools and district. The Center for Math And Science Teaching (CMAST) provides high quality professional development that supports teachers in analyzing their practice through the lens of CCSS rigor within the context of their instructional design choices to strengthen math and science (i.e. STEM) knowledge in order to create a classroom culture where students do mathematics/science." Seven CCMS teachers have volunteered to participate and are working tremendously hard creating this new curriculum.

We also offer AVID to 7th and 8th graders as an "academic elective" which is designed to support students and educators as they increase schoolwide/districtwide learning and performance.

Part of our faculty evaluation each year includes goals that incorporate EL and engagement strategies. We pride ourselves on offering students a meaningful, standards-based curriculum that will prepare them for real life. Part of our Vision is to support significant subgroups traditionally underserved up to an API score of 800 or above. We have been successful in achieving and maintaining this vision by supporting our African American students (850), Hispanic students (813), and Socioeconomically Disadvantaged students (812). We are making strides at closing the "achievement gaps" among our diverse student body.

CCMS is exceeding performance goals.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

CCMS provides access to comprehensive services to foster healthy physical, social, emotional and intellectual development. The school also continues to provide access to the Culver City Youth Health Center, which offers individual counseling and group counseling in areas relating to grief, divorce, substance abuse, etc. We have a health clinic on campus where students can be referred for medical care and family life information. We have close relationships with the Didi Hirsh Mental Health Center as well as our police department, which provides us with one School Resource Officer for support.

This year, we continue to implement the Olweus Anti-bullying program. Every Tuesday, teachers sit with students to "touch base" and discuss topics such as peer pressure, respect, and trust. We also have a "we-tip" hotline so parents and students can anonymously report bullying incidents. We know that students achieve better when they feel safe and respected.

Students at CCMS are actively involved in the decision-making process. The main office has a friendly open door policy and a "students/parents as customers" attitude exists at the school. We have an active Student Council. There are also student representatives to PTSA and the School Board.

CCMS is exceeding performance goals.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

CCMS is meeting performance goals.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds that enable underperforming students to meet standards are currently funding personnel and professional development trainings. Specifically, our Title 1 monies are spent on professional development which includes support for teachers involved in CMAST and on faculty who teach our remedial math class (Math Builders), language support class for our English Learners (Academic Language Development), and AVID. Our School Improvement funds are used for EL support materials and translation during parent meetings; in addition to classified staff, Team Leaders, Saturday School personnel, Saturday Success Academy, after school tutoring, professional development, technology, and Orientation support.

CCMS is exceeding performance goals.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Possible underlying causes for low performance:

- Need for better communication between school and home regarding student progress and support which may include language barrier.
- Need for a greater use of high engagement and SDAIE strategies implemented in all classrooms that support an increase in achievement for every student.
- Need of a more effective Response to Intervention system to support struggling students.

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

Analyze test scores (CST and grade-level department common assessments) and work in teams and departments to create curriculum and lessons to address the standards and address the areas that need improvement.

Continue working on English Language Arts standards, especially as it relates to the Common Core State Standards - word analysis and vocabulary development, reading comprehension, literacy response and analysis, and writing strategies to bring students to proficient/advanced levels.

Continue working on math standards, especially as it relates to the Common Core State Standards - algebra and functions, statistics, data analysis, and probability, multistep problems, graphing, and functions to bring students to proficient/advanced levels.

Continue to provide intervention programs for all students including English Learners, Title I, and RSP students by developing our Response to Intervention system.

Bring English Learner program participants who have stagnated at the intermediate fluency level to proficient/advanced language levels based on the CELDT and support them in meeting AYP targets.

Revise curricular plans to address the needs of all students using the Common Core State Standards as a framework.

Utilize instructional aides for targeted instruction.

Provide technology to improve classroom instruction, provide intervention and enrichment opportunitites, stimulate higher motivation and engagement in our students.

Administer multiple assessments to inform instruction and monitor student progress in achieving proficiency on grade level standards.

Offer parent education and participation opportunities through ELAC.

Strengthen partnership between home and school and be strategic in targeting parents of English Learners.

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

Continue to encourage writing across curriculum.

Providing regular communication between home and school.

Provide a safe learning environment though implementation of the Olweus Bullying Prevention Program and implementation of the Safe School Plan.

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

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

Annual Year-End Evaluation of School Plan Objectives

Culver City Middle School School	Comprehensive School Plan Annual Year-End Evaluation of School Plan Objectives

Directions: Please review your school plan objectives actions and complete this form for each goal. Please mark each school plan objective as MET, NOT MET, or NOT MEASURABLE. Provide a narrative explanation in the space provided for any objectives that were not met.

Objectives	Met / Not Met / Not Measurable
The percentage of students scoring at the proficient or advanced level in ELA, including all significant subgroups will increase from 78.4% to 89.2% by the end of the 2012-13 school year as measured by the California Standards Test. Alternatively, subgroups may make safe harbor to achieve the AYP federal targets.	Not Met
Assist Students with Disabilities to improve performance in the classroom and on the California Standards Test (CST) in English/Language Arts and math. By the end of the year, 89.2% of our Students with Disabilities will score "Proficient" or "Advanced" on the California Standards Test in English/Language Arts and 89.5% will score "Proficient" or "Advanced" in math. Alternatively, this subgroup may make safe harbor to achieve the AYP federal targets.	Not Met
The percentage of students scoring at the proficient or advanced level in matn, including all significant subgroups will increase from 79% to 89.5% by the end of the 2012-13 school year as measured by the California Standards Test. Alternatively, subgroups may make safe harbor to achieve the AYP federal targets.	Not Met
Assist students who are not meeting grade-level proficiency standards as measured by progress reports, SSTs, and counselor recommendations in order to adequately prepare them for high school and beyond.	Not met

Narrative Explanation for each objective not met:
With a rising target and disappointing performance on the 2013 CST, we were not as effective as we needed to be in the classroom and through intervention programs to provide enough support to our students. All significant subgroup AYP scores in ELA declined except for Students with Disabilities In math, however, all subgroups improved except for White and Hispanic. Unfortunately, all significant subgroups' API declined. Lastly, 33 eighth graders were not able to improve their Failing grades, but the number of failing students in 8th grade has declined over the past three years.

Total number of School Plan Objectives: 4

Total number of School Plan Objectives met: 0

Percentage of School Plan Objectives met: 0%

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	1,506	1,478	1,430	360	364	377	291	283	250	175	168	156
Growth API	829	859	858	896	919	907	795	835	851	936	942	925
Base API	829	829	873	890	896	929	793	795	857	917	936	949
Target	A	A	A	A	A	A	5	5	A	A	A	A
Growth	0	30	-15	6	23	-22	2	40	-6	19	6	-24
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	637	606	580	288	275	249	710	642	629	117	139	129
Growth API	774	811	814	695	747	758	769	809	812	558	632	635
Base API	783	774	826	701	694	763	768	769	824	521	558	650
Target	5	5	A	5	5	5	5	5	A	14	12	8
Growth	-9	37	-12	-6	53	-5	1	40	-12	37	74	-15
Met Target	No	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	No

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	971	1056	979	283	306	310	177	198	167	146	145	123
Percent At or Above Proficient	64.5	71.5	68.5	78.8	84.1	82.2	60.8	70.0	66.8	83.4	86.3	78.8
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	99	99	100
Number At or Above Proficient	334	366	334	96	112	91	358	388	358	29	51	52
Percent At or Above Proficient	52.4	60.5	57.6	33.3	40.7	36.5	50.4	60.4	56.9	25.0	37.0	40.3
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	No	No	Yes	No	No	Yes	No	No	Yes	No

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	907	939	909	265	280	286	144	164	145	151	139	135
Percent At or Above Proficient	60.3	63.6	63.7	73.6	76.9	75.9	49.5	58.0	58.2	86.3	82.7	86.5
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	99	99	98
Number At or Above Proficient	315	314	297	108	114	110	337	335	328	22	35	33
Percent At or Above Proficient	49.5	51.9	51.2	37.5	41.5	44.2	47.5	52.3	52.2	19.0	25.5	26.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	No	No	Yes	No	No	Yes	No	No	Yes	No

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers			82
Percent with Prior Year Data			100.0%
Number in Cohort			82
Number Met			49
Percent Met			59.8%
NCLB Target	54.6	56.0	57.5
Met Target			Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort					11	73
Number Met					--	37
Percent Met					--	50.7%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target					*	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	749	642	580
Percent with Prior Year Data	100	99.8	100.0
Number in Cohort	749	641	580
Number Met	409	424	367
Percent Met	54.6	66.1	63.3
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	583	326	576	242	537	221
Number Met	169	160	190	128	181	107
Percent Met	29	49.1	33.0	52.9	33.7	48.4
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

[redacted]

Evidence-based, Systematic Support for ALL Staff and Students

[redacted]

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, 4 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.

[redacted]

Only 68.5% of our students achieved proficiency or better in ELA based on the 2013 CST scores, in addition to student CELDT data and academic grades.

[redacted]

To provide a school-wide intervention system to support students who struggle in English.

[redacted]

School records
Benchmark Assessments
Success Maker Reports

Staff, including counselors, teachers, coordinators, and administration will analyze CST and CELDT scores, Benchmark assessments, grades, and other relevent assessments to identify areas of need and provide interventions to support these students. Benchmark assessments will be analyzed and the information will be used to provide preteaching both whole group and in small flexible groups. The administration and staff will continuously monitor student progress and make appropriate placement adjustments and determine additional intervention support services.	*September, 2013-* June, 2014	*Administrators,* counselors, teachers	*Student Placement*	*None Specified*	*None Specified*	0
The ELD Specialist, Assistant Principal, and EL Counselor will organize Parent Meetings (ELAC) to distribute program information, including Home School Compact and collaborate about the needs of EL students and families, then provide formal parent training that help parents of EL students better support their child's learning.	September, 2013- June, 2014	Administrators, ELD Specialist, EL Counselor	To communicate effectively with parents and community with translation services	2000-2999: Classified Personnel Salaries	Title I	2,500
Provide a supplemental "Academic Language Development" class to our English Learners that provides targeted instruction in academic language for our EL students.	September, 2013- June, 2014	ALD teacher	To support English language development	1000-1999: Certificated Personnel Salaries	Title I	80,525
Professional Development will be provided to support implementation of Common Core curriculum, effective teaching strategies and technology.	September, 2013- June, 2014	ELA and ALD teachers	To improve literacy	1000-1999: Certificated Personnel Salaries	Title I	6,570

Administration will evaluate and report data from the intervention/Enrichment programs to CCMS Site Council, Title 1, and ELAC at the end of the 2013-14 school year. Evaluation will be based on data acquired from Benchmark Assessments, Success Maker reports, and academic grades and by surveying students, teachers, and parents.	September, 2013- June, 2014	Administration	Communicate progress to parents and community	None Specified	None Specified	0
Offer Supplementary Educational Services to students that qualify for SES (tutoring which is a federal requirement for year 2+ PI)	September, 2013 - June, 2014	Director of Special Programs	Legal mandate - paid by District	None Specified	None Specified	0
Administration will participate in ELA PLCs and conduct frequent observations and "walk throughs" to ensure strategies learned in Professional Development are being implemented.	September, 2013 - June, 2014	Administration	Curriculum and instruction monitoring	None Specified	None Specified	0
An Individualized Education Plan (IEP) will be developed for each Special Education participant by parent/guardian and appropriate personnel. Continuous monitoring and adjustments are made as assessments are analyzed to ensure students are progressing toward mastery of the grade level standards. All staff members that work directly with the student will be aware of the child's IEP goals and will work together collaboratively to support the student in achieving the goals of the IEP.	September, 2013- June, 2014	Administration, counselors, school psychologist, teachers, parents, students	To ensure accurate placement and support for students with disabilities	None Specified	None Specified	0

We will continue to utilize the Learning Center model where Special Education students enroll in general education classes for core academic subjects and access the Learning Center during their elective period. During this time, they will receive targeted interventions that include support in meeting IEP goals and grade-level standards.	September, 2013-June, 2014	Administrator, teachers	To provide students with disabilities a schedule that will support their individual needs	None Specified	None Specified	0
			To support Learning Center teachers with computer programs that will assist them in engaging and meeting the needs of their students	4000-4999: Books And Supplies	School and Library Improvement Program Block	450

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Partnerships for ALL CCUSD Students and Staff by Deepening Whole Community-Whole Child Focus

Improve overall student experience as it relates to school culture, safety, and performance by providing necessary support.

Olweus Survey
Healthy Kids Survey
Teacher surveys
Suspension Reports

2013 data from our Olweus survey to students when compared with 2012 data shows that instances of bullying has decreased on our campus and 87% of our students feel empathy towards targets. However, from our Healthy Kids Survey, only 25% of our students "feel very safe" on campus and only 54% feel "connected" to a caring adult on campus. From our Educational Effectiveness Survey taken by CCMS staff, 72% believe we have established a supportive learning environment; however, only 66% of staff believe students feel school is a "safe place" and only 55% feel like we address issues of diversity in a timely and effective manner. Lastly, we had 54 home suspensions last year compared to 105 and 117 the previous two years.

School Records, including but not limited to grades, progress reports, and number of suspensions.

Our Leadership Team, consisting of administration, counselors, department chairs, team leaders, and program coordinators will meet monthly to discuss school culture and progress including solutions to address areas of needed improvement.	September, 2013-June, 2014	Teachers, counselors, administrators	To create a collaborative culture with teachers, counselors, and administrators where all parties have a voice in improving student achievement and school safety	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	9000
Teachers, counselors, and administration will implement the Olweus Anti-bullying program. Bi-monthly, teachers and counselors will sit with students to "touch base" and discuss topics such as peer pressure, respect, and trust. We also have a "We-Tip" hotline so parents and students can anonymously report bullying incidents. We know that students achieve better when they feel safe and respected. We will assign Saturday School as a consequence to those students who bully, contribute to a negative learning environment, and/or are consistently tardy.	September, 2013-June, 2014	Teachers, counselors, administrators	To facilitate creating a safe, healthy, supportive culture for all students and staff	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	2000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Evidence-based, Systematic Support for ALL Staff and Students
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.
CST scores - only 63.7% of our students achieved proficiency or better in math in 2013.
To provide a school-wide intervention system to support students who struggle in math.
School Records Common Grade-level Assessments Success Maker Reports

Staff, including counselors, teachers, coordinators, and administration will analyze CST scores, Benchmark Assessments, grades and other relevent assessments to identify areas of need and provide interventions to support these students. They will continuously monitor student progress and make appropriate placement adjustments and determine additional support services.	September, 2013 - June, 2014	Admin, counselors, teachers	Student placement	None Specified	None Specified	0
Provide supplementary instruction for 6th, 7th, and 8th grade students not yet proficient in mathematics.	September, 2013- June, 2014	Title 1 teacher	Supplementary instruction in math	1000-1999: Certificated Personnel Salaries	Title I	41,625
Professional Development will be provided by Loyola Marymount in implementing Common Core curriculum and teaching strategies.	August, 2012 - June, 2013	Seven math teachers- Math Leadership Corp (MLC)	Extra assignment costs to support PLC that meets 2 1/2 hours per week after school.	1000-1999: Certificated Personnel Salaries	Title I	28,000
			August Professional Development for MLC teachers	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	3000
Administration will evaluate and report data from the Intervention/Enrichment programs to CCMS Site Council, Title 1, and ELAC at the end of the 2013-14 school year. Evaluation will be based on data acquired from Benchmark Assessments, Success Maker reports, academic grades and by surveying students, teachers, and parents.	September, 2012 - June, 2013	Administration	Communicate progress to parents and community	None Specified	None Specified	0
Offer Supplementary Educational Services to students that qualify. (Tutoring - Federal requirement for year 2+ of PI)	September, 2013- June, 2014	Director of Special Projects	Legal Mandate-paid by District Title 1	None Specified	Title I	0

Administration will participate in math PLCs and conduct frequent observations and "walk throughs" to ensure strategies learned in Professional Development are being implemented.	September, 2013 - June, 2014	Administration	Curriculum and Instruction monitoring	None Specified	None Specified	0
An Individualized Education Plan (IEP) will be developed for each Special Education participant by parent/guardian and appropriate personnel. Continuous monitoring and adjustments are made as assessments are analyzed to ensure students are progressing toward mastery of the grade level standards. All staff members that work directly with the student will be aware of the child's IEP goals and will work together collaboratively to support the student in achieving the goals of the IEP.	September, 2013- June, 2014	Administrators, counselors, school psychologist, teachers, parents, students	To ensure accurate placement and support for students with disabilities	None Specified	None Specified	0
We will continue to utilize the Learning Center model where Special Education students enroll in general education classes for core academic subjects and access the Learning Center during their elective period. During this time, they will receive targeted interventions that include support in meeting their IEP goals and grade-level standards.	September, 2013- June, 2014	Administrators, teachers	To provide students with disabilities a schedule that will support their individual needs	None Specified	None Specified	0
			To support Learning Center teachers with computer programs that will assist them in engaging and meeting the needs of their students.	4000-4999: Books And Supplies	School and Library Improvement Program Block	450

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Evidenced-Based, Systemic Support for ALL Staff and Students
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 our485 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.
Progress reports and Report Cards
29 eighth grade students did not meet grade-level proficiency standards, meaning they failed one or more of their classes. The number of these students has decreased the past three years - In 2012- 47 students did not meet requirements and in 2011, there were 48 students.
Student Records

After school tutoring programs will be available to students who have not yet mastered core academic standards. Counselors will write and publish after school support information for each session offered. It will contain information for students, staff, and parents detailing description of classes offered, schedule, and enrollment instructions and deadlines.	September, 2013 - June, 2014	Counselors	To ensure students and parents are aware of core subject support	None Specified	None Specified	0
			To provide academic support to students before/after school.	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	10,000
Offer three hours per week of intervention to 8th graders who have received a failing grade in one or more of their subjects on their quarter/semester report card. Students will receive extra help on classwork/homework. They will remain in the class until the end of the year or receive a passing grade. By attending the class and improving their grade (no F's), they will also earn the right to participate in 8th grade promotion ceremonies.	November, 2013- June, 2014	Administration, counselors, teachers	To support 8th grade students who are not meeting proficiency standards as measured by classroom grades	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	25,000
Success Maker intervention teachers will meet twice per month to review data and discuss progress and placement.	October, 2013- June, 2014	Administration, teachers, counselors	To monitor progress of students	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	3,600
Certificated faculty will teach two sections of AVID classes in addition to attending training workshops.	September, 2013- June, 2014	Teachers	Supplementary class to support AVID program	1000-1999: Certificated Personnel Salaries	Title I	20,350
			Professional Development	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	250

Professional Development opportunties, including attending the California League of Middle Schools Conference, will be provided to support quality instruction, including trainings by qulaified consultants which focus on SDAIE, high engagement strategies, and academic language.	October, 2013 - June, 2014	Administration, counselors, teachers	To provide training to teachers, counselors, and administration	1000-1999: Certificated Personnel Salaries	Title I	6,570
			To provide training to teachers, counselors, and administration	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	1500
Technology needs will be analyzed, upgraded, and supported. This includes purchasing new equipment and maintenance/upgrade costs.	October, 2013-June, 2014	Teachers, classified staff	Meet monthly to determine technology needs and provide training	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	2,500
			Equipment costs	4000-4999: Books And Supplies	School and Library Improvement Program Block	10,000
			Classified staff to manage computer lab and facilitate upgrades	2000-2999: Classified Personnel Salaries	School and Library Improvement Program Block	32,000
Adminstration will do an evaluation of the Intervention/Enrichment Program by surveying students and teachers and by looking at assessment data and report back to CCMS Site Council, Title 1, and ELAC after each session the program is offered.	June, 2014	Administration	Communicate progress to parents and community	None Specified	None Specified	0

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

The Office of State and Federal Programs will ensure notification of NCLB program status as it relates to district and site Program Improvement and Corrective Action. Notification to parents and the community will be provided through communications via U.S. Mail, email, the CCUSD website, registration materials, and community meetings.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

School Responsibilities

- Implement needs assessment tools to consult with parents, school staff, LEA staff, and outside experts on what changes need to be made at the school to improve student achievement.
- Incorporate research-based strategies to strengthen core academic areas.
- Address specific academic issues that caused the school to be identified.
- Adopt policies and practices concerning core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the state's proficient level of achievement.
- Allocate 10 percent of the school's Title I funds to provide high quality professional development to address the reasons a school is identified for improvement.
- Describe how the school will provide parents written notice about the identification.
- Specify the responsibilities of the school, the LEA, and/or the state under the plan, including the technical assistance to be provided by the LEA as well as the LEA's responsibilities under the ESEA.
- Establish specific, measurable, annual objectives for continuous and substantial progress by each group of students.
- Include strategies for effective parental involvement.
- Incorporate, as appropriate, opportunities for extended day and extended year activities.
- Incorporate plans to support teacher mentoring.
- Implement the revised SPSA by the beginning of the school year or immediately upon the approval of the revised SPSA if approved after the beginning of the school year.

LEA Responsibilities

- Provide timely and varied school and student data to site(s).
- Inform school sites of PI requirements and Title I ESEA updates.
- Provide public notification regarding schools identified for improvement
- Define scope of technical assistance so that all stakeholders are operating with a common definition.
- Analyze assessment data to identify and address problems
- Provide training to school staff on the use of needs assessment tools to measure gaps in service.
- Use the results from the school's needs assessment tools to craft actions to improve student achievement.
- Identify and implement professional development, school improvement strategies, and methods of instruction that are research-based and address the reasons a school is identified for improvement.
- Determine the technical assistance resources available in the region and make initial contact.
- Develop pathways for effective and timely communication to staff, students, parents, LEA personnel, and others (e.g. newsletter, e-mail blasts, local media).
- Assist with analysis and revision of the school budget so resources are allocated to activities most likely to increase student achievement.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jon Pearson	[X]	[ ]	[ ]	[ ]	[ ]
Magdalena Dobbs	[ ]	[ ]	[X]	[ ]	[ ]
Lauren Borcherding	[ ]	[X]	[ ]	[ ]	[ ]
Emily Vandever	[ ]	[X]	[ ]	[ ]	[ ]
Jen Ogren	[ ]	[X]	[ ]	[ ]	[ ]
Brent Miller	[ ]	[ ]	[ ]	[X]	[ ]
Janice Beighey	[ ]	[ ]	[ ]	[X]	[ ]
Dina Wahlert	[ ]	[ ]	[ ]	[X]	[ ]
Scott McDowell	[ ]	[ ]	[ ]	[X]	[ ]
Irene French	[ ]	[ ]	[ ]	[X]	[ ]
Jocelyn Wilson – Alternate Administrator	[ ]	[ ]	[ ]	[ ]	[ ]
Numbers of members of each category:	1	3	1	5	

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

The Single Plan for Student Achievement

School: El Marino Elementary School
CDS Code: 19-64444-6012678
District: Culver City Unified School District
Principal: Tracy Pumilia
Revision Date: 10/30/2013

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.

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

Contact Person: Tracy Pumilia
Position: Principal
Phone Number: (310) 842-4241
Address: 11450 Port Rd.
Culver City CA 90230-5346
E-mail Address: tracypumilia@ccusd.org

The District Governing Board approved this revision of the SPSA on .

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.

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School Vision and Mission

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

BELIEFS

We believe that:

- each person deserves to be safe.
- everyone deserves to be treated with respect.
- honoring diversity makes us stronger.
- peace is worth pursuing.
- the quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits.
- everyone has a right to a belief system.
- aesthetics is essential to life.
- we are responsible for ourselves and accountable to each other.
- individuals have the right to express their views, opinions and thoughts.
- the sense of family and belonging is integral to our lives.
- everyone has the right to preserve his/her dignity.
- each person has the capacity for goodness.

SCHOOL MISSION STATEMENT

The El Marino Language School staff and community are committed to the principle that all students can become functionally bilingual and biliterate during the elementary school years, while participating in a balanced educational program which recognizes the need for growth in academic, social, physical and psychological skills, knowledge and attitudes. The school climate will support creativity, inquiry, individuality, and mutual respect, as well as develop self-discipline and personal worth, while fostering intrinsic rewards.

School Profile

- Geographical, social, cultural, educational and economic community base

El Marino Language School (EM), one of five Elementary schools in the Culver City Unified School District (CCUSD), houses the Spanish Immersion Program (SIP) founded in 1971, and the Japanese Immersion Program (JIP), which began in 1992. It also serves as a site for one of the three CCUSD Transitional Kindergarten classes. EM serves 809 students; of these 22 participate in the TK class, which is an English program, 523 participate in the SIP and 264 participate in the JIP.

EM is located in the suburban community of Culver City, California, which has a population of about 40,000 living in just less than five square miles and situated about five miles west of downtown Los Angeles. EM is located in an area of middle-class homes, but within the District there are also pockets of low-income, multi-family dwellings and several clusters of upper-class homes.
EM values and embraces students and families from all races, background and creeds, and does not discriminate based on such differences.

- Relevant information about the school district

The Culver City Unified School District has a long tradition of educational excellence and high standards. The community is involved and supportive. The District offers a comprehensive TK-12 education program for approximately 6,500 students. A stable and diverse student population gives the district a rich international flavor.

The District is comprised of five K-5 elementary schools, one middle school (6-8), one high school (9-12), and one continuation high

school. The district also has Adult Education and Child Development Programs, as well as numerous other programs designed to meet individual students' needs, including the Independent Study Program and the online iAcademy. The District has approximately 750 full- and part-time certificated and classified staff members.

- Pre-kindergarten, Head Start and other feeder programs and schools

EM students, grades K-5, share their site with CCUSD Transitional K students and with the Office of Child Development's preschoolers. The campus shares outdoor play areas with El Marino Park, which is staffed by Culver City Parks and Recreation personnel. Before-and after-school child care programs are housed at El Marino Park and EM.

We are home to many types of families, cultures, and socioeconomic backgrounds. While the majority of EM families are middle class, 14% of our students qualify for Free/Reduced Lunch Program.

- Language, racial and ethnic make-up of the student body

The ethnic composition of the students includes 38% Hispanic/Latino, 4% African American, 24% Caucasian, 14% Asian, and 20% multiple ethnicities.

While English is the primary language of most of our students, we have 16 home languages, though Spanish and Japanese are the dominant ones. Students of Hispanic heritage generally choose the Spanish Immersion Program (SIP), and students of Japanese heritage choose the Japanese Immersion Program (JIP), but we have a mix of ethnicities and home languages in both programs. Currently, 151 students are classified as English Learners (ELs), which was an increase from 94 students in 2008. Els are now included as a significant subgroup for API and AYP reporting considerations. English Learners comprise 19% of our student population; when factoring in the 71 former English Learners who are now Reclassified as Fluent English Proficient, the percentage increases to 27% of our student population. EM is made up of a positive cultural diversity which is one of its most distinguishing features. Parents, students, staff and community members work together to contribute to the school's success.

- Special categories of students or school staffing

GATE (Gifted and Talented Education): Using a set of predefined criteria, the District identifies students who are characterized by above-average performance on measures of intellectual performance. Of the students in grades 4-5 who are eligible to participate in the GATE program, 38% have been identified as gifted. An additional group of students in third grade is identified each Spring based on the Naglieri nonverbal ability test. Students who are identified as gifted may excel academically in all subjects or be particularly advanced in one. These students, who are grouped in general academic classrooms, may have special academic needs. Specially trained classroom teachers provide enriching educational opportunities for this diverse group of students.

Resource Program: A function of Special Education, the Resource Program serves students according to needs identified on their Individualized Education Plans (IEPs) for a portion of the school day. Typically, the students are placed in a general education classroom and receive services from the resource specialist and/or resource instructional aide either through small group instruction inside the classroom or in the resource room.

El Marino's 35 classroom teachers reflect a diversity of experience and cultural representation. Along with teachers who grew up in various geographical regions of the US, we have teachers from Japan, Mexico, Spain, Puerto Rico, Colombia, El Salvador, Argentina, and Cuba. With the exception of the TK teacher, who teaches in English, all are certified as bilingual/biliterate. El Marino also benefits from two Physical Education teachers, who provide daily 30 minutes of physical education to all students, as well as itinerant Music, School Psychologist, Resource, English Language Development, and Speech/Language Specialists. Most teachers have Masters Degrees, and several are currently enrolled in ongoing professional development programs. Teachers at EM represent a broad range of experience, from those with less than five years experience to those with more than 30 years of experience.

- School facilities, including technology, library and media resources

Library

The EM Library has 12,642 titles of books; with duplicate copies, the library houses 15,031 books. This reflects an increase in more than 300 books from one year ago. These books were obtained mainly through donations from El Marino families, the CCEF yearly donation, proceeds from our book fairs. It also manages 2,913 titles of textbooks and 29,047 copies of these textbooks. This collection includes Easy to read, Fiction, and Non-fiction selections in English, Spanish, and Japanese. The library is automated with four PC computers. All of the 34 classes get 30 or 45 minutes weekly in the library. The students, teachers, and families receive

support curriculum by having access to library materials. The subject areas covered by the school library are:

- Native Americans
- Missions
- Human Body
- Animal Habitats
- Poetry
- Science Fair/project references
- Biographies
- Solar System
- Countries of the World
- Dinosaurs
- Instruction on how to use the Dewey Decimal system, encyclopedia, and the Internet for searches.

Technology

EM is integrating technology with the core curriculum, while continually upgrading hardware/software, and supporting appropriate technology training for teachers. From their classrooms, teachers can communicate with individual parents through e-mail or post homework on the EM web site. They can access all students' work done on lab computers via the central server- a memory bank that can be accessed by every school computer that has Internet access.

The computer lab is equipped with an Epson BrightLink Interactive Projector and 46 Macintosh computers, and staffed with two part-time computer lab technicians, who serve all classes and work with all teachers to integrate technology in the classroom. All classrooms have Macintosh computers and printers. Teachers utilize classroom computers for word processing, record keeping, Internet research, and e-mail communication with colleagues and parents. Students use them for center activities in grades K-1 or for the ST Math software program, a supplementary spatial-temporal curriculum designed to reinforce grade-level math concepts in grades 2-5. All classes have weekly access to the computer lab, 30 minutes for grades K-1 and 90 minutes for 2nd-5th grade students to accommodate the ST Math program, as well as Pearson SuccessMaker, an interactive reading and math software program. Additional weekly time blocks for class projects are available to teachers through a sign-up process.

All classrooms are equipped with a LCD projector, document camera, and a laptop computer purchased with FLAP grant funds aimed at improving the Japanese and Spanish Language Programs.. Additionally, many classrooms have wall-mounted TV/VCR/DVD units, while other classes share multimedia carts. All third, fourth and fifth grade classrooms have Promethean or Epson BrightLink Interactive projectors, which allow the teachers to display a host of integrated technologies, including access to Internet resources and student feedback systems. Several classrooms are piloting the use of iPads and Apple TVs, as well as student clicker systems, as instructional tools.

El Marino uses site funds to subscribe to the Los Angeles County Office of Education's Multimedia Services, which allows access to a countywide lending library, online video streaming from CaliforniaStreaming, and duplication and closed broadcast rights for the RETAC instructional video collection through LACOE.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an anaylisis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Informal surveys indicate that most parents are pleased with El Marino's emphasis on language learning, academic success and arts integration. Frequently asked questions at parent meetings often revolve around a lack of understanding of how students are performing in the target language. A comprehensive survey has been developed to gauge parental expectations for target language proficiency; these results will guide staff in developing a K-12 articulated language curriculum as well as in identifying topics for further parent education. Parents also have indicated a desire to integrate updated technology, including interactive whiteboards and wireless networking into more EM classrooms. Additional sources of funding are being sought to support efforts to enhance student learning through technology.

Throughout the 2009-2010 school year, teachers and parents met to gather qualitative data concerning El Marino's current instructional program, including the role of homework across the grades. A survey sent home found that students' experience with homework varied greatly across programs and grade levels. As a result of our findings, a uniform homework policy was developed and shared with all parents at our Back-to-School Night. Aimed at developing awareness of the policy, a letter is sent home each year that outlines grade-level expectations and the procedure to follow when a student's experience is different from what is stated.

In June 2012 and 2013, students in 3rd-5th grade took the Olweus Bully Prevention Program. In previous years, students in 5th grade took the California Healthy Kids Survey (CHKS), as well as the Youth Voice Project Survey. Results from these surveys found that students generally feel safe and supported by adults at school, yet many students refrained from reporting incidents of bullying to adults. With the implementation of the Caring Schools Communities curriculum and the Olweus Bully Prevention Program, students now have a forum to voice any concerns that were previously not addressed.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Throughout the 2011-2012 school year, classroom observations were conducted to provide qualitative data on our instructional program. Results from these observations found that:

* A variety of instructional groupings occur throughout the day, including whole group directed instruction, small group directed instruction, small group cooperative learning, and individualized assistance.
*Participating teachers using Thinking Maps with their students to organize student learning and demonstrate content knowledge in either the target language or English.
*Participating teachers in the Arts Integration Program (AIP), a grant-funded partnership with the Music Center of Los Angeles County, have incorporated the strategies from the model lessons into other curricular areas.
*A variety of arts enrichment, from music to visual arts, occurs on a regular basis in all classes.
*Teachers designate certain times of the day for instruction in either the target language or English, and keep the languages separated.
*Teachers maintain the language of instruction, either Spanish, Japanese, or English, as appropriate for the designated lesson.
*Teachers meet regularly to discuss achievement data and student progress.
*Student work displayed in the classroom reflects grade-level, standards-based instruction.
* CCUSD Content and Performance Standards are posted in all classrooms.
*Student access to technology varies greatly across programs and grades, with some classes only accessing updated technology at the computer lab weekly and others accessing daily classroom technology integration through the use of document cameras, interactive whiteboards, and interactive response clickers.
* The use of paraprofessionals consists mainly of small group instruction that supports content taught by the teacher.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Staff members at El Marino meet weekly in grade level teams or in vertical K-5 program teams to address instructional and programmatic issues. During these meetings, teachers discuss achievement data provided by state and local assessments and ensure that student needs are being met. Data discussed include: CELDT, CST, STS; Open Court Assessments; Math Assessments; SuccessMaker progress reports, and ST Math data; standardized as well as locally designed language proficiency assessments; and Benchmark Assessments.

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

   At EM, student progress is identified by multiple assessment measures, including district-wide standards-based benchmark assessments, grade-level common formative assessments, authentic assessments (student portfolios, performance assignments) and teacher observation. Qualitative and quantitative data are collected, analyzed and considered during grade-level meetings and Leadership Team meetings. Accelerated material is provided to students who have met their benchmark goals and require additional challenges. Students not meeting grade-level standards are provided targeted small group instruction, differentiated activities, modified assignments and other immediate interventions during the day. Targeted students also attend before- and after-school SuccessMaker Club, an extended day intervention designed to reinforce skills in language arts and/or math.

   Staff and administration rely on data provided by reading fluencies, math assessments, writing prompts and chapter tests to gauge student progress. Teachers provide differentiated instruction to students needing additional reinforcement in conceptual understanding.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All staff are highly qualified per NCLB guidelines.

   Multilingual, multiliterate, and multicultural, our administrators, teachers and paraprofessionals serve as role models for the vision of the school; they take their responsibility seriously. More than half of our teachers hold master's degrees, travel extensively and represent various nationalities, all of which brings a global perspective to their teachings.

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

   EM has unique needs because of its language immersion program. Research demonstrates that academic concepts and skills taught in the target language do transfer to English (Krashen, Hakuta); therefore, there is a need for high quality instruction in the target language program, as well as in English. Based on an analysis of student performance data and teacher needs, our Single School Plan (SSP) has identified ongoing professional development efforts that support student mastery of target language standards. These target language standards are developed in conjunction with the California Foreign Language Framework (2003), National Foreign Language Standards (1996), California World Language Standards (2009), and State content standards for each grade level. Understanding the importance of academic success for our students, EM teachers have taken the initiative to map the target language curriculum and have matched it to the state content standards. They are now undergoing the process of unpacking the Common Core Standards in relation to core instruction in the target language.

   In addition to target language acquisition, two additional areas of focus within the SSP address strengthening the teaching of non-transferable English skills, as well as developing content expertise in science. These targeted areas were identified after analyzing CST scores and the instructional program and listening to teachers reflect on their practices. Because most of the academic day is taught in the target language, direct instruction is needed to address English Language conventions and grammar not found in the target language. These strategies have been identified as areas for further professional development to develop expertise in the teaching of non-transferable English skills. For example, in analyzing our 5th grade science achievement data from CST Science scores, as well as the state standards and the available curriculum, our staff determined the need for additional professional development to strengthen the teaching of science.

   With the adoption of new state-approved curriculum materials, all EM teachers receive professional development in materials implementation.

   In our efforts to meet the needs of all students, EM staff members have engaged in a wealth of self-generated professional development activities designed to improve teaching practices, content knowledge and professional collaboration. Teacher teams have attended trainings on sheltered-language methodologies for English/target language development, The Center for Advanced Research on Language Acquisition (CARLA) Immersion Conference, California Association for Bilingual Education (CABE) 2-Way Immersion Conference, Open Court and Pearson Math refresher trainings, Cognitively Guided Instruction in Math; MIND Math + Music trainings, Music Center Arts Integration Program training, Marcy Cook math workshops, California Science Teachers Association (CSTA) conference, Computer Using Educators (CUE) conference, Rick Morris workshops on classroom management, and Orff-Schulwerk Music and Movement teaching methodology.

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

   Along with selecting research-based professional development activities based upon the identified needs in our SSP, our EM staff is actively engaged in all District-led initiatives. Additionally, the Culver City Unified School District has identified as its key instructional focus the development of a Common Core standards-based local accountability system. With its investigation of an on-line, standards-based periodic benchmark assessment for all students in grades 3 – 12, CCUSD is moving decidedly in the direction of the latest efforts in data-driven instruction. Key personnel at our school site have attended one or two days of professional development by Mike Mattos and Anthony Mohammad, designed to introduce the concept of professional learning communities as the tool necessary to bring about true collaboration and improvement in teaching practices. From implementing standards-based accountability systems schoolwide to applying differentiated instructional strategies in the classroom, from integrating the arts into the core curriculum to using technology to enhance student learning, our teachers receive District training that results in a positive impact on EM student achievement.

   Teachers meet regularly to analyze essential standards, devise appropriate assessments, plan instruction and professional development to support standards-based instruction.

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

To facilitate ongoing instructional support, District-level English Language Development (ELD) Specialists, Resource Specialists, and Teachers-on-Special-Assignment (TOSAs) meet with EM staff and administrators in the areas of curriculum, instruction, technology and assessment. New teachers are provided support through our BTSA program. Along with BTSA support, EM grade-level teams take the responsibility to assist teachers new to EM and ensure that they are given every support to adjust to the rigor and challenges of the instructional program. The result of these formal and informal supports is a high teacher retention rate.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Regular collaboration and professional development play major roles in EMLS student achievement. From informal afterschool meetings to programmed grade-level articulations, teachers can be found coming early and staying late to discuss ways to improve their practice, secure needed services, and further the instructional program.

Teachers are provided time to increase their capacity and participation in high-quality Professional Learning Communities. Through release time, teachers meet to identify students in need of reteaching and to develop strategies and lessons to support struggling learners.

Teacher collaboration, between and across grade levels, leads to a high level of job satisfaction and dedication for EM student success. Weekly grade level meetings, daily common preparation periods, afterschool language program articulation meetings, Student Study Team and Leadership Team meetings all facilitate the effective teaching of a standards-based curriculum. Teachers use their time together to coordinate common expectations, instructional activities, and assessments, and plan for team-teaching subjects according to expertise. All 2nd graders, for example, learn about family heritage at the same time, while all 3rd graders do a project on ecosystems. The 4th grade team has a common unit on California missions, and all 5th grade teachers teach in the 5th Grade Writing Program. Activities such as SIP/JIP pen pals and Undokai Sports Day facilitate collaboration among the two language programs. Agendas, notes, and data are kept in grade-level and program binders and housed in the main office.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers meet quarterly to analyze essential standards, devise appropriate assessments, plan instruction and professional development to support standards-based instruction.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers spend the recommended 2 to 2.5 hours daily on reading/language arts and 1 hour on mathematics.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Pacing schedules are devised to support the timely instruction of essential standards.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are provided to all students.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

State-adopted and standards-aligned materials are used for instruction for all students.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services to assist underperforming students include: one-to-one assistance by classroom teacher; extended learning opportunities in before- or after-school classes; individual assistance by paraprofessional; cross-age tutors; small group reinforcement within the regular day.

As students enter EM, kindergarten, first and second grade teachers constantly assess performance toward grade-level standards and language proficiency in the target language to identify students with learning needs. Formal and informal assessments are used. Teachers also observe social behavior in the classroom and on the playground. They take anecdotal records. They note gross or fine motor deficits or strengths. By second grade, all students in both language programs are receiving language arts in English as part of the school day. The students are assessed using the same standardized tests given at all schools in California.

Using the above measures, the EM Student Study Team (SST) provides a 3-step intervention process for supporting students with issues in learning as well as behavior. At Level One, the classroom teacher and principal meet with the parent to discuss progress and concerns with learning or behavior. Formal measures, such as standardized test scores, along with informal measures, such as fluency tests and work samples are analyzed. A plan is developed. Many sources, such as the Pre-Referral Intervention Manual (PRIM) and grade-level team members' contributions are used. The classroom teacher and parents agree to carry out recommendations. A date is set to meet again and discuss progress. At a Level 2 SST, the principal, teachers and parent meet to evaluate progress and success. The ELD Specialist and other pertinent personnel are present to provide additional input. If progress is not evident, new interventions are recommended with support from the SST team. Again, members agree to implement modifications and reconvene to monitor progress. At Level 3, the School Psychologist and Resource Specialist join the SST and if indicated, a referral to Special Education for an overall psycho-educational evaluation is made. This 3-step process ensures that ongoing follow-up activities are initiated and monitored for students deemed at-risk of not making adequate progress.

Before going through the special education identification process, EM students are provided a wide range of interventions to support their needs. Within the school day teachers employ small group instruction and individualized attention, as well as targeted instructional materials, such as math manipulatives or audio CDs, to support conceptual learning. Students have access to up-to-date software programs that provide additional practice and/or reteaching opportunities both within and outside of the school day. Other supports such as summer school are offered by CCUSD for all eligible students.

14. Research-based educational practices to raise student achievement

Academic interventions help students gain proficiency in content standards. Our teachers give their personal time by offering after school study hall to help individual students with homework or for additional support on concepts taught in class. During the day, flexible grouping and small group instruction can be observed in classrooms to help meet the needs of individual students. All of our teachers have been trained in providing differentiated instruction for our gifted students. Strategies such as compacting, challenge menus, and high Bloom's Taxonomy questions and activities help keep students challenged and stimulated. Teachers team in subjects such as language arts, where student instruction and accountability can be shared amongst grade level teachers. Teachers communicate student achievement using a common rubric and student groupings are kept flexible throughout the year. Supplemental software supports direct instruction by teachers; differentiated practice is provided through the STMath and SuccessMaker programs, both web-based programs that can be accessed both at school and in the home.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

EM's mission, to provide a "balanced educational program, which promotes academic, social, physical and psychological growth," underscores our belief that success comes by supporting the whole child. Community stakeholders, staff, and parents work in partnership to ensure that all students have the resources and services needed to support our children's development in all areas.

With the keen understanding that students learn best when their physical and emotional needs are met, EM has a variety of processes, both formal and informal, designed to identify, refer, and supply students with necessary support services. Some of these processes target all children, or groups of children, in an effort to identify any referrals. Health screenings are provided in partnership with District nursing services and community based organizations such as the Lions Club and Rotary Club. Results of these screenings are immediately communicated to the parents by our District nurses, who are able to refer parents to available support services such as Culver City Youth Health Center and Venice Family Clinic, to provide free or low cost services. Parent volunteers from each classroom also conduct monthly lice screenings to ensure a healthy and focused academic and social environment.

Additionally, our school supports and provides balanced nutrition amongst the students. Breakfast and lunches served in the cafeteria offer a healthy entrée along with a salad bar with fruits and vegetables. A photo of a nutritionally balanced tray is displayed alongside the salad bar to promote awareness. The District-wide Wellness Policy is enforced at EM, where classroom celebrations are limited to serving only one sweet food. Many teachers celebrate health and wellness with classroom activities such as making fruit salad, cultural foods such as yakisoba (Japanese noodles) with vegetables grown in the classroom garden, or by making applesauce as the culminating activity in their study of Johnny Appleseed in first grade. Our PTA supports wellness efforts by coordinating and teaching the Growing Great program, a three part nutrition program that includes monthly harvest tastings, nutrition education in the classroom, and a school garden.

Other programs help to create a socially and emotionally safe environment for all students. All teachers have been trained and have received supporting materials to implement the Caring Schools Communities program, a curriculum designed to build a culture of respect and caring throughout the school. By the first week of school, the EM School-Wide Discipline Plan and classroom discipline plans are signed and returned by all parents to classroom teachers. Teachers set clear expectations by posting classroom discipline plans and procedures and follow through with positive reinforcement. The District-adopted School Climate curriculum, "Caring Schools Community," along with the Olweus Bullying Prevention Program help to develop individual assets that promote a positive sense of self and provide the tools to make healthy decisions. These programs reinforce the school's strategic anti-bullying policy, which identifies peer-to-peer aggressive behaviors and provides a clear reflection process and logical, progressive consequences to students. Concepts developed through Class Meetings are emphasized through a school-wide focus on one character trait each month. Students demonstrating these traits are positively acknowledged and are photographed in a monthly school-wide morning assembly. A healthy lifestyle is also encouraged during Red Ribbon Week, when students sign pledges and show their spirit by wearing red. Additionally, staff members recognize individuals displaying positive behavior by awarding them with a gold slip presented at the Monday morning assemblies.

In addition to classroom instruction, our full time and half time credentialed physical education teachers promote a healthy physical and social lifestyle by building and reinforcing positive character traits through the District's SPARK physical education program. Respect and trust are developed amongst students by teaching students to be responsible for making good judgment calls in games. The physical education rules have also been adopted as our recess rules, creating consistency throughout the day.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our leadership structures provide a multitude of opportunities for parents, staff and community members to work together to advance our school vision. Within each structure are focused efforts to develop certain features of the EM vision of bilingualism, biliteracy and multicultural appreciation through a balanced educational program that promotes academic, social, physical and psychological growth. The School Site Council (SSC), a decision-making body comprised of five parents, three teachers, one support staff member and the principal, meets monthly to monitor the implementation of the goals to support student achievement in the SPSA and modify any goals or activities when necessary. All pertinent school decisions are made based on objectives articulated in our SPSA.

The English Learners Advisory Committee (ELAC), made up of parents, teachers and district staff, monitor the achievement data and articulate the needs of English Learners. They monitor the progress that El Marino students are making toward meeting and/or exceeding state standards and recommend additional support services to the School Site Council as needed. EM parents also serve on the District ELAC and GATE committees, obtaining information and providing additional input for programs.

Administrators, teachers, parents, support staff, and students all have a clear understanding of the EM vision and goals. Monthly letters to the Board of Education provide a forum for the school principal to maintain direct communications with the Superintendent and Board members on the progress that is being made toward ensuring the success of all of our students here at EM. High expectations for every EM student and support for academic achievement and second language proficiency are communicated regularly to all members of the school community. At the beginning of each year, parents receive a wealth of information that includes a welcome letter from the principal, a school calendar, the content standards (printed in student-friendly language) and the El Marino Language School Handbook, which contains information on the school's curriculum and instructional program. These resources, along with annual API reports and School Accountability Report Cards (SARC) provide parents and other members of the EMLS community timely information on our vision, our goals and our progress toward meeting and exceeding our goals. Additionally, EM maintains regular communication with all stakeholders regarding our expectations, our objectives, and our supporting instructional activities through monthly EM newsletters, parent/teacher conferences and grade-level letters indicating individual student progress toward meeting interim benchmark goals that support mastery of the State Standards by year's end.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The SSC members review both quantitative and qualitative data to ensure that available resources are targeting SPSA objectives and EM students in most need of support. As a result most of the categorical funding received is allocated to provide targeted intervention to students in reading or math.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

GOAL #1: Mathematics

Group: Students performing at basic or below on CST, and/or below benchmark on classroom and District assessments
Performance gap: Mathematics

Essential academic standard(s) to be addressed:
Number Sense
Geometry
Statistics, Data analysis, and Problem Solving

Conclusions from data and possible underlying causes of low performance of this group:
1. Students are not mastering basic number facts
2. Need for additional use of appropriate manipulatives
3. Different learning styles
4. Language interference
5. Lack of English academic vocabulary in math

GOAL #2: English Language Arts

Group: Students performing at basic or below on CST, and/or below benchmark on classroom and district assessments
Performance gap: English Language Arts

Essential academic standard(s) to be addressed:
Literary Response and Analysis
Writing Strategies
Written Conventions

Conclusions from data and possible underlying causes of low performance of this group:
1. Lack of reading strategies
2. Lack of academic vocabulary and fluency
3. Lack of regular and consistent reading practice
4. Lack of consistent intervention approaches to support additional reading and writing reinforcement
5. Immersion schedule of target language instruction, with compressed English language time, means less time to spend on these skills in English
6. Late introduction of English literacy in Spanish Immersion program
7. Lack of consistent English Language Development curriculum focus across classrooms and through grades

GOAL #3: English Language Development

Group: English Learners
Performance gap: Students not making adequate yearly progress on the CELDT and/or English Learners performing at basic or below on CST in English Language Arts

Essential academic standard(s) to be addressed:
Written & Oral English Language Conventions of Standard English
Students write and speak with a command of Standard English conventions appropriate to this grade level

Conclusions from data and possible underlying causes of low performance of this group:
1. Immersion schedule with compressed English language time means less time to spend on these skills in English
2. Late introduction of English literacy in Spanish Immersion program
3. Lack of consistent English curriculum focus across classrooms and through grades
4. Lack of consistent English Language Development curriculum focus across classrooms and through grades

GOAL #4: SCIENCE

Group: Student groups performing below performance standards
Performance gap: Students performing at basic or below on CST, and/or below benchmark on classroom and district assessments in 4th Grade Earth Science, 4th Grade Physical Science, and 5th Grade Life Science

Essential academic standard(s) to be addressed:
4th Grade Earth Science – landforms, rocks, erosion, composition of the Earth
4th Grade Physical Science – circuits, magnetism, matter
5th Grade Life Science – the body, plants, reproduction of plants
5th Grade earth Science- weather, water cycle, planets

Conclusions from data and possible underlying causes of low performance of this group:
1. Science taught in target languages
2. Focused instruction on science concepts vary depending on grade level

GOAL #5: Target Language Development

Group: Target Language Learners
Performance gap: Students not making adequate progress in Spanish or Japanese Language Development

Essential academic standard(s) to be addressed: ACTFL Proficiency Guidelines, Estandares (Spanish)

Conclusions from data and possible underlying causes of low performance of this group:
1. Lack of articulated target language curriculum
2. Lack of articulated assessments to measure student progress in Spanish or Japanese
3. Lack of updated professional development
4. Lack of parental understanding of immersion education and expectations for students
5. Lack of adequate target language materials

Annual Year-End Evaluation of School Plan Objectives

El Marino Elementary School School	Comprehensive School Plan Annual Year-End Evaluation of School Plan Objectives

Directions: Please review your school plan objectives actions and complete this form for each goal. Please mark each school plan objective as MET, NOT MET, or NOT MEASURABLE. Provide a narrative explanation in the space provided for any objectives that were not met.

Objectives	Met / Not Met / Not Measurable
School Goal #1: Mathematics The percentage of students performing at the proficient or advanced levels in Mathematics on the California Standards Test will increase from 89% in 2012 to 91% in 2013 and increase by 2% each year thereafter.	2013 target 91% met [93%]
School Goal #2: English Language Arts The percentage of students performing at the proficient or advanced levels in English Language Arts on the California Standards Test will increase from 80% in 2010 to 83% in 2011 and increase by 3% each year thereafter.	2013 target of 86% not met [83.7%]
School Goal #3 English Language Development 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. 2. (AMAO 2) The percentage of English Language Learners who make annual progress in attaining English-language proficiency will increase from 20.1% in 2012 to 21.4% in 2013 for students in an EL program for fewer than 5 years, and increase from 45.1% in 2012 to 47% in 2013 for students in an EL program for 5 or more years. 3. (AMAO 3) The percentage of English Language Learners performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 78.4% in 2012 to 89.2% in 2013. 4. (AMAO 3) The percentage of English Language Learners performing at proficient or advanced in Mathematics on the California Standards Test will increase from 79% in 2012 to 89.5% in 2013.	1. 2013 Target of 57.5% met [78.1%] New Target [57.5%] 2. 2013 Target of 21.4% for students in an EL program for fewer than 5 years met [45.3%] N/A for students in an EL program for 5 or more years. 3. 2013 target 89.2% not met [70.1%], 4. 2013 target 89.5% not met [88%],
The percentage of students (5th grade) scoring at the proficient or advanced level in Science on the California State Standards Test will increase from 88% for 2013 to 90% in 2014.	2013 Target 88%, not met [80%] New Target for 2014 [90%]

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.

Spanish Program (K-5):
Kindergarten

- Writing (Random Sample Group):

71% of SFL students met target Novice. Mid.
72% of SHL students met target Novice High.

Second Grade

- Writing (Random Sample Group):

91% of SFL students met target Int. Low.
100% of SHL students met target Int. Low.

- Speaking (Random Sample Group)

31% of SFL students met target Int. Low
79% of SHL students met target of Int. Low.

Fifth Grade

- Writing (All)

31% of SFL student met target of Int. Mid.
34% of SHL students met target of Int. high.

- Reading (LAS)

57% of SFL students at target of Level 4 or 5
24% of SHL students at target of Level 5

Japanese Program (K-5):
Kindergarten

- Writing

28% of JFL students met target Novice Mid.
40% of JHI students met target Novice High.

Second Grade

- Wriing

76% of JFL students met target Novice High
92% of JHL students met target Intermediate Low

Fifth Grade

- Writing

74% of JFL students met target Intermediate Low
12% of JHL students met target Intermediate High

Narrative Explanation for each objective not met:
Goals #1, #2, and #4 address the improvement goals for our students based on the previous year's performance, over the 2012 federal AYP target objectives. In these goals, targets were either met or very close to the target. Our ability to make sustained progress will require a clear Response to Intervention approach with clear Tier 1 First Good Instruction and Tier 2 Intervention approaches. Goal #3 focuses on our English Learner subgroup, and these objectives reflect the AMAO targets. While 2 of the 4 AMAO targets were met, ELs did not meet the ELA or math goal, which highlights the need for systematic, targeted ELD and SDAIE instruction that better meets their needs. Goal #5 is aimed at improving Target Language Development. In 2011 we collected baseline data and plan to use the data to improve instructional delivery.

Total number of School Plan Objectives: 8

Total number of School Plan Objectives met: 4

Percentage of School Plan Objectives met: 50%

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	481	494	503	173	165	153	38	33	25	113	104	107
Growth API	931	942	945	968	966	963	937	945	954	922	951	962
Base API	917	931	942	953	968	966	927	937	945	927	922	951
Target	A	A	A	A	A	A				A	A	A
Growth	14	11	3	15	-2	-3				-5	29	11
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	136	155	157	106	110	117	73	81	80	24	27	31
Growth API	891	909	913	851	894	904	853	888	888	865	827	872
Base API	856	891	909	826	851	894	832	853	889	841	865	828
Target	A	A	A	A	A	A	A	A	A			
Growth	35	18	4	25	43	10	21	35	-1			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes			

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	383	421	421	156	148	137	34	31	22	81	84	91
Percent At or Above Proficient	79.6	85.2	83.7	90.2	89.7	89.5	89.5	93.9	88.0	71.7	80.8	85.0
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	97	126	120	55	75	82	47	61	53	18	17	23
Percent At or Above Proficient	71.3	81.3	76.4	51.9	68.2	70.1	64.4	75.3	66.3	75.0	63.0	74.2
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	No	Yes	Yes	No	Yes	No	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	431	450	468	165	155	145	34	27	23	105	103	104
Percent At or Above Proficient	89.6	91.1	93.0	95.4	93.9	94.8	89.5	81.8	92.0	92.9	99.0	97.2
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	107	130	137	89	99	103	54	67	70	22	20	28
Percent At or Above Proficient	78.7	83.9	87.3	84.0	90.0	88.0	74.0	82.7	87.5	91.7	74.1	90.3
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers			96
Percent with Prior Year Data			100.0%
Number in Cohort			96
Number Met			75
Percent Met			78.1%
NCLB Target	54.6	56.0	57.5
Met Target			Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort					*128*	*4*
Number Met					58	--
Percent Met					45.3%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target					Yes	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	749	642	580
Percent with Prior Year Data	100	99.8	100.0
Number in Cohort	749	641	580
Number Met	409	424	367
Percent Met	54.6	66.1	63.3
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	*583*	*326*	*576*	*242*	*537*	*221*
Number Met	169	160	190	128	181	107
Percent Met	29	49.1	33.0	52.9	33.7	48.4
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	**No**	**No**	**No**

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal #1: Mathematics

The percentage of students performing at the proficient or advanced levels in Mathematics on the Pearson Math Pretest will increase from its baseline scores in gathered in Fall 2013 by 2% or reach at least 93% proficiency.

Previous data from CST

Our students are exposed to a wide range of mathematical concepts both in English and in target language, as well as through direct classroom instruction and supplemental technology supports.

93% was the percentage of students who met Proficient or Advanced scores on the 2013 CST. In this gap year between the CST and the SBAC system, our teachers will use locally designed assessments and chapter tests to inform their instruction.

Continue SuccessMaker differentiated software program to provide additional math facts support to students in need of remediation or enrichment.	November-June	Teachers Computer Lab techs Principal	SuccessMaker Club	1000-1999: Certificated Personnel Salaries	School Improvement Grant (SIG)	2,000
Continue ST Math software program as a Tier 1 intervention for all students in grades 2-5. Review concepts in English at the end of each chapter to reinforce transfer of concepts across languages. Provide lessons addressing different learning styles to accommodate diverse modalities.	Sept-June	Teachers	ST Math license renewal	4000-4999: Books And Supplies	School Improvement Grant (SIG)	4,000
Purchase appropriate supplemental curriculum resources, including manipulatives, literature books, *technology and software to solidify* conceptual development.	Sept-June	grade-level teams	Instructional Materials	4000-4999: Books And Supplies	School Improvement Grant (SIG)	2,000
Provide individual and small group assistance to targeted students in need of additional support during the instructional day.	Nov-May	Teachers	Universal Access time	None Specified	None Specified	0
Provide qualified technology support for individual and small group assistance under the supervision of a certificated highly qualified teacher.	Sept-June	teachers computer lab techs	*Classified Personnel:* Computer Lab Techs	*2000-2999: Classified* Personnel Salaries	*School Improvement* Grant (SIG)	*25,000*

Provide professional development opportunities to extend math expertise. Provide professional development in forming Professional Learning Communities to identify Essential Standards, create formative assessments, support struggling students and compact/extend instruction for students who have already mastered content Provide professional development to deepen understanding of Common Core State Standards, Pearson Common Core alignment; Cognitively Guided Instruction in math to support EL students. (District professional development for all CCUSD K-5 teachers, UCLA Teacher Days and LMU Spanish Academic Certificate Program)	Sept-June	CCUSD Educational Services Teachers	Certificated Substitutes	1000-1999: Certificated Personnel Salaries	School Improvement Grant (SIG)	3,000
Implement math facts drills to encourage automaticity. Notify parents of students' facts passed/not passed.	November/March June	teachers				
Provide Math Club/ Olympiad as enrichment.	November~ June	Math Club faculty advisors	Math Club Advisor *Additional Math Club* Advisor	1000-1999: Certificated Personnel Salaries *1000-1999:* Certificated Personnel Salaries	Foundation *Donations*	300 *300*

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal #2: English Language Arts 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.
previous CST data,
Our students are exposed to a wide range of literacy concepts both in English and in target language, as well as through direct classroom instruction and supplemental technology supports.
84% was the percentage of students who met Proficient or Advanced scores on the 2013 CST, with federal targets set at roughly 90%. In this gap year between the CST and the SBAC system, our teachers will use locally designed assessments and chapter tests to inform their instruction.

Provide release time for teachers to observe model lessons and incorporate effective practices into their instruction. Provide professional development on effective reading instruction to build teacher capacity and expertise. Provide professional development in forming Professional Learning Communities to identify Essential Standards, create formative assessments, support struggling students and compact/extend instruction for students who have already mastered content Provide professional development to deepen understanding of Common Core State Standards, SDAIE strategies, high engagement strategies, sentence frames, and academic language in English Language Arts to support EL students. (District professional development for all CCUSD K-5 teachers and LMU Spanish Academic Certificate Program)	Nov-June	teachers Principal	Certificated Substitutes	1000-1999: Certificated Personnel Salaries	School Improvement Grant (SIG)	3,000
Continue SuccessMaker differentiated software program to provide additional language arts support to students in need of remediation or enrichment. (expenditure outlined in Goal 1: Math)	Nov-June	SuccessMaker Advisor				

Provide individual and small group extended learning opportunities to targeted students in need of additional support.	Nov-May	*Teachers*	*Universal Access*			0
Implement Data Analysis protocols in grade-level Professional Learning Communities to monitor ELA Formative Assessments and to use the information to improve intervention efforts in English Language Arts for all students scoring at Basic or below. Use OPAL Classroom Observation Protocol to support staff efforts and to monitor implementation of SDAIE strategies and ELD instruction.	Sept-June	Teachers Educational Services TOSAs				
Encourage home reading to reinforce fluency and accuracy, as well as encourage the love of reading.	Sept-June June	teachers				
Purchase appropriate supplemental curriculum resources, including literature books, technology and software to solidify conceptual development.	Sept-June	Grade-level teams	Instructional Materials	4000-4999: Books And Supplies	School Improvement Grant (SIG)	3,000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal #3 English Language Development 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. (2013 Target of 57.5% met [78.1%] New Target (57.5%)] 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. (2013 Target of 21.4% for students in an EL program for fewer than 5 years met [45.3%] and N/A for students in an EL program for 5 or more years.) 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. (2013 target 89.2% not met [70.1%]) 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. (2013 target 89.5% not met [88%])
former CST data

Locally designed Writing Prompts Locally designed Performance Tasks K-2 ELD Curriculum Assessments K-5 ELD Portfolios CELDT data analysis

Establish and monitor consistent schoolwide plan to implement the ELD curriculum in grades K-5. (ELD Specialist support) Provide professional development in *addressing needs of Long-Term* English Learners to improve intervention efforts for English Learners (District Professional Development: Project STELLAR).	Sept-June	teachers Principal	Certificated Substitutes	1000-1999: Certificated Personnel Salaries	District Funded	0
Establish Professional Learning Communities aimed at targeting EL progress. Use OPAL Classroom Observation Protocol to support staff efforts and to monitor implementation of SDAIE strategies and ELD instruction.	Sept-June	Project STELLAR Participants	Certificated Substitutes	1000-1999: Certificated Personnel Salaries	School Improvement Grant (SIG)	1,000
Continue *SuccessMaker* differentiated software program to provide additional ELD support to students to assist students in advancing ELD levels. (Expenditure noted in Goal 1: Math)	Nov-June	SuccessMaker Advisor	SuccessMaker Club			

Engage parents through English Learner Advisory Committee to create "buddy system" of target language and English language speaking families (ELAC recommendation).	Oct- June	ELAC	
Create parent volunteer network to assist in a reading program, either in library or in small group setting (ELAC recommendation).	Oct- June	Parent Volunteers Clerical Staff	
Provide parent trainings on effective reading strategies to incorporate in read-alouds (ELAC recommendation).	December- June	Teachers ELD Specialist	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related *actions, and expenditures to raise the academic performance of students not yet meeting state standards:*

School Goal #4: *Science*
1. The percentage of students (5th grade) scoring at the proficient or advanced level in Science on the California State Standards Test will increase from 86% for 2012 to 88% in *2013. (2013 Target not met 88% (80%), New Target for 2013 90%)*

CST data analysis

Purchase and utilize appropriate curriculum resources to develop science units of study.	Sept-June	teachers	Instructional Materials	4000-4999: Books And Supplies	School Improvement Grant (SIG)	1,887.50
Strengthen teacher capacity and expertise in Science through professional development. (LMU Spanish Academic Certificate Program)	*Sept - June*	*teachers*	LMU Academic Spanish Certification	None Specified	Other	1,800

Continue to implement target language performance objectives for science units developed in grades K-5 (JIP FLAP objective).	Sept-June	teachers	monthly Program Articulations during Weds. Professional Development time		0
Provide professional development in content and language objectives for lesson design (OPAL training; Project STELLAR).	*Sept-June*	*Project STELLAR* personnel	certificated substitutes	*1000-1999:* Certificated Personnel Salaries	*District Funded*

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal #5: Spanish and Japanese Language Arts

El Marino Language School has unique needs because of our language immersion program. For most of the school day in the primary grades, and close to half the school day in the upper grades, instruction is in the target language – Spanish or Japanese. Research demonstrates that most skills taught in target language do transfer to English. Therefore, there is a need for high quality instruction and curricular resources in target language. The Japanese Immersion Program has developed a K-5 curriculum for Japanese Language Arts; a committee of teachers revised this curriculum during 2010-2011. The committee also updating assessment rubrics in all areas. The Spanish Immersion Program is currently engaged in a similar process, with a draft curriculum currently being revised and development of writing prompts.

Objective: 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.

performance assessments in listening, speaking, reading and writing in target languages

Implement language-focused science units developed during 2010-2012.	Sept-June	teachers	

Improve target language vocabulary and conceptual development by integrating technology into learning.	Sept. -June	teachers	classroom technology	4000-4999: Books And Supplies	School Improvement Grant (SIG) Parent-Teacher Association (PTA)	13,000 5,000
Provide professional development opportunities to strengthen Immersion instruction (SIP). (2Way CABE, UCLA Professional Development Series and LMU Spanish Academic Certificate Program)	Sept. - June	teachers	Conference Attendance Certificated Substitutes	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	School Improvement Grant (SIG) School Improvement Grant (SIG)	1,000 2,000
Develop Japanese language proficiency assessments in the target language (K-5). Develop grade-level Spanish writing prompts for every trimester.	Nov-May Oct-May	teachers	Monthly Program Articulations during Weds Professional Developments			0

Centralized Services for Planned Improvements in Student Performance

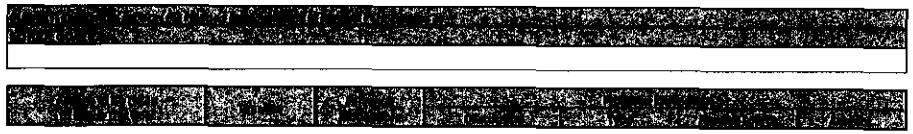
The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

The Office of State and Federal Programs will ensure notification of NCLB program status as it relates to district and site Program Improvement and Corrective Action. Notification to parents and the community will be provided through communications via U.S. Mail, email, the CCUSD website, registration materials, and community meetings.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2



School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Tracy Pumilia	[X]	[ ]	[ ]	[ ]	[ ]
Mina Shiratori	[ ]	[X]	[ ]	[ ]	[ ]
Kana Nakagawa	[ ]	[X]	[ ]	[ ]	[ ]
Marisela Padilla	[ ]	[X]	[ ]	[ ]	[ ]
Ruth Ann Katz	[ ]	[ ]	[X]	[ ]	[ ]
Blake Silvers	[ ]	[ ]	[ ]	[X]	[ ]
Scott Tobis	[ ]	[ ]	[ ]	[X]	[ ]
Laurel Szeto	[ ]	[ ]	[ ]	[X]	[ ]
Maria Rubalcava Hackett	[ ]	[ ]	[ ]	[X]	[ ]
Maggie Memmott Walsh	[ ]	[ ]	[ ]	[X]	[ ]
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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

The Single Plan for Student Achievement

School: El Rincon Elementary School
CDS Code: 19-64444-6012678
District: Culver City Unified School District
Principal: Reginald Brunson
Revision Date: 10/31/13

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.

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

Contact Person: Reginald Brunson
Position: Principal
Phone Number: (310) 842-4340
Address: 11177 Overland Ave.
Culver City, CA 90230-5454
E-mail Address: reginaldbrunson@ccusd.org

The District Governing Board approved this revision of the SPSA on .

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.

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School Vision and Mission

El Rincon Elementary School's Vision and Mission Statements

CULVER CITY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

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

EL RINCON ELEMENTARY SCHOOL MISSION

El Rincon's mission is to provide an environment that prepares *students to develop necessary skills* to be successful in tomorrow's global community.

OUR VISION STATEMENT

Through STEM education, we go beyond the California state standards to foster the potential of all children by accessing their innate curiosity and stimulating their imaginations. At El Rincon we provide opportunities for inquiry, problem solving, exploration, and discovery of the natural world.

Our school community is also committed to expanding our focus beyond academic achievement alone. Our emphasis is on maintaining an environment that supports students as they develop the 5 core competencies of socially and emotionally skilled children:

- Self-awareness
- Ability to regulate emotions
- Social awareness – showing understanding and empathy for others
- Good relationship skills
- Responsible decision making

We believe that through the mindful practices of collaboration and communication that are taught across all content areas, children will develop an appreciation for multiple perspectives and deepen their understanding of the world around them.

EL RINCON ELEMENTARY SCHOOL BELIEF STATEMENTS

- We respect, honor, and acknowledge the diversity of all students and all cultures in our classroom.
- We, as educators, hold ourselves accountable to the highest standards and, to that end, we are committed to ongoing professional development.
- We provide a safe, clean, and nurturing environment that promotes each child's social and emotional growth and well being.
- We believe that family involvement is essential to each student's academic success.
- We hold *our students to high expectations,* provide all students access to a rigorous curriculum, and support all in mastering the academic standards in language arts, mathematics, social studies, science and the arts.
- We believe our community is contributory to the safety, success, and support of our students and their families.

School Profile

El Rincon Elementary School, located at 11177 Overland Avenue, Culver City, CA 90230, is home to approximately 567 students in grades Transistional-kindergarten through fifth. It serves a diverse student population - 44.7% Caucasian, % Hispanic, 39.8% African American, 3.7% Filipino, 9.2% Asian, 1.4% American Indian,1.1% Pacific Islander and .2% Undefined. 11% of the student population are students with disabilities. Approximately 43% of our students participate in the National School Lunch program. To meet the

needs of our students, we are proud to have a cadre of dedicated professionals which include 24 regular education teachers, 2 SDC teachers, 2 Speech Teachers, 2 Resource Specialist, and 22 classified personnel.

The Culver City Unified School District has a long tradition of educational excellence and high standards. The community is involved and supportive. The District offers a comprehensive TK-12 education program for approximately 6,500 students. A stable and diverse student population gives the district a rich international flavor. The District is comprised of five K-5 elementary schools, one middle school (6-8), one high school (9-12), and one continuation high school. The district also has Adult Education and Child Development Programs, as well as numerous other programs designed to meet individual students' needs, including the Independent Study Program and the online iAcademy. The District has approximately 750 full- and part-time certificated and classified staff members. Pre-kindergarten, Head Start and other feeder programs and schools. El Rincon students, grades K-5, share their site with CCUSD Transitional K students and with the Office of Child Development's preschoolers. Collaboration with our pre-school programs is evident in pre-kindergarten testing and matriculation of our students.

El Rincon is proud to offer a variety of programs for the students. We are proud to have a STEM (Science, Technology, Engineering, and Math) focus at our school. In addition to the English Language Development classes, and Special Education services, we offer before and after school SuccessMaker intervention classes. As part of an Arts for All District, El Rincon School has numerous arts programs that includes the Arts Integration Partnership (AIP) in collaboration with the Los Angeles Music Center, Young Storytellers Program (Front and Center Theatre Collaborative) for selected 5th graders, We Tell Stories (integrating drama with the core ELA curriculum Open Court), Symphonic Jazz Orchestra for K-2nd grade students, 4th and 5th grade instrumental program, and 3rd graders learn to play recorders. We also have a variety of fee-based enrichment programs after school.

The El Rincon community of teachers, administrative, and support staff believes very strongly in continuous improvement. To achieve this, our staff is involved in planning, implementing, monitoring, and evaluating meaningful standards-based curriculum for all students. Through grade level Professional Learning Communities (PLC), teachers meet on early release Wednesdays to analyze data and identify students in need of intervention and enrichment. In the PLC meetings teachers work together to develop lessons for re-teaching and pre-teaching to meet the needs of all students. Our Family Center, located on campus, provides small group support for families who are Medi-Cal recipients. Our librarian and computer lab aide provide the necessary support for our students in reading and technology.

Parent participation at El Rincon is highly valued and encouraged. Our parents are encouraged to participate on curriculum committees and advisory boards such as the School Site Council and English Language Advisory Committee (ELAC). Parents participate in the PTA, Booster Club, Parent Delta Force, SuccessMaker Club, Growing Great Garden, family event nights, Open House, the Olweus Bullying Prevention Committee, book fairs, and field trips. Parent communication is very important to our school. Our parents communicate with the teachers and the principal informally as well as formally through email, phone calls, conferences and monthly coffee and chats. At the conclusion of the first reporting period, all parents are invited to a parent conference to go over the report card and teachers are able to provide parents with strategies for supporting their child's learning at home.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an anaylisis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used *during the school-year, and a summary* of results from the survey(s).

Informal surveys show that the El Rincon parents, teachers, and students are generally satisfied with our school. Parents are satisfied with the overall academic curriculum, but indicated that there are areas needing some improvement. Results indicate a need for additional academic support particularly for at risk students. We continue to focus on upgrading technology in all classrooms. Currently, we average two computers per classroom. El Rincon has eight Brightlink Interactive Projectors. As well as LCD projectors in the other classroom and document cameras in all classrooms. At this time all of our classrooms have some current technology tools for instruction and the entire campus has a wireless signal. These technology tools helps support an increase in student engagement and motivates students to learn. In addition, these technology tools allow teachers to pair the auditory learning with visuals and to develop lessons that are innovative and support 21st Century learning.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Principal conducts both formal and informal observations of classrooms to identify professional development needs, monitor implementation of programs, and to provide support to teachers. The principal schedules formal observations twice a year with teachers who are being evaluated for the current year. There are also two informal observations of the evaluated teachers. After each observation, the principal meets to discuss areas of strengths and needed improvement with the evaluated teachers. The principal provides a mid-year evalulation summary to temporary or probationary teachers and provides final evaluation summaries for all teachers evaluated during the school year.

*El Rincon's staff creates and maintains a safe learning environment for students. Site representatives participate on the District Anti-*Bullying Task Force. El Rincon is using the Caring Schools Community curriculum and the Olweus program to promote a safe, caring, and nuturing learning environment. El Rincon supports a progressive discipline plan focusing on developmental assets. The School Safety Plan is updated annually and each month the school participates in a safety drill.

The staff is committed to developing and maintaining a challenging learning experiences that not only enable all students to meet or exceed state standards, but also inspire students to achieve their highest personal and academic goals. El Rincon's staff is provided monthly professional development focusing on English learner and teaching strategies that support access to core. Led by the Principal, the faculty continues to examine common formative assessments data to determine areas of strength and areas of weakness in student achievement as measured by these assessments. By using this data, we are able to monitor student achievement and to identify students needing intervention and enrichment opportunities. Teachers meet in collaborate PLC teams weekly to analyze data and identify effective intervention strategies for students struggling to reach grade level standards. The teacher *collaboration meetings not only identify intervention strategies, but create a dialogue of best practices to be used in the* classroom to meet the needs of our students. By differentiating the instruction, teachers are better able to meet the needs of their students who have different learning styles and learning needs. In addition, teachers will use a number of universal instructional strategies including but not limited to displaying the learning objective, activating prior knowledge, and asking higher level thinking questions.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special *consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of* categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Listed below are the current State and local assessments that are used as formative and summative assessment tools to improve student achievement,
and to inform and modify instruction.
Common Formative and Summative Benchmark Assessments in Language Arts and Mathematics
Performance assessments
SuccessMaker
Open Court Reading Unit assessments, including writing prompts, comprehension check points
Fluency assessments
Envision Math assessments
Teacher designed assessments
Johnston Spelling Inventory
Basic Phonics Skills Test (BPST)
Phonemic Awareness Assessments such as segmenting, oral comprehension (Kindergarten/First Grade)
Timed Facts tests
Summative tests from the previous grade level (discretionary)
Writing Benchmarks

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

Teachers use Common Formative and Summative Assessment Data to analyze students' mastery of ELA and Math essential standards. Information gained from data analysis is used to design intervention and drive instruction. Grade level teams examine data based on the standards and individual student results to determine student academic needs. Through data analysis, teachers are able to identify students who are at risk of not meeting grade level proficiency.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of the classified staff at El Rincon Elementary School is considered highly qualified according to NCLB requirements.

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

As of the 2013/2014 school year, 100% of the faculty at El Rincon Elementary School have met the necessary requirements for highly qualified and fully credentialed according to NCLB.

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

During PLC meetings teachers collaborate to identify and evaluate the needs of their students based on Common Formative and Summative assessments. They use the data to design immediate intervention and enrichment for individual students across each grade level.

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

Ongoing instructional assistance and support for teachers is provided by the District English Language Development Specialist and by Beginning Teacher Support and Assessment personnel (BTSA TOSA's). Our Resource Specialist Program,Speech and Occupational Therapist teachers provide continuous support and suggestions to our general education teachers to assist with those students who are struggling in various areas of the curriculum.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At El Rincon Elementary School the Physical Education program provides for a thirty minute daily (5 times per week) opportunity for teachers to collaborate within grade levels. Periodically, on Wednesdays, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate.
Teacher collaboration is essential to the success of the students at El Rincon Elementary school. Teachers have agendas for their PLC meetings.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers at El Rincon Elementary School adhere to the Common Core State Standards. All instructional materials are standards based and in social studies and science the materials are from the recent State adoptions. Essential standards are being identified and are being taught across the grade levels. Common Formative and Summative to students in grades one through five. Kindergarteners are given other appropriate periodic assessments in English Language Arts and mathematics. Benchmark assessment data are used to inform and drive instruction and to determine intervention and enrichment needs.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

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

ENGLISH LANGUAGE ARTS:
TK- Full day Kindergarten - 120 minutes
First - Third Grade - 150 minutes
Fourth & Fifth - 120 minutes

MATHEMATICS:
TK -Full day Kindergarten - Fifth Grade - 60 minutes

ENGLISH LANGUAGE DEVELOPMENT:
Kindergarten - Fifth Grade - 30 minutes

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The Culver City Unified School District has designed a pacing plan that provides guidance and structure for delivering instruction in the essential California Content Standards for English Language Arts and Mathematics across all grade levels. Common Formative and Summative assessments are administered three or more times per year to gather data on student progress toward meeting grade level content standards. Data is analyzed, and is further used to inform and determine the standards requiring more attention, and to drive instruction for classroom use, intervention and enrichment programs.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

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

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students at El Rincon Elementary School have available to them and use the following SBE-adopted and standards-aligned materials:
Open Court Reading 2002, including English Language Support Guide, Intervention Guide
Pearson Mathematics, including reteach, intervension, and enrichment
Pearson Science
Houghton-Mifflin Social Studies

SBE-adopted and standards-aligned intervention materials being used at El Rincon are:
Developmental Study Center- Being a Writer
Developmental Study Center- Caring School Community
Olweus Anti-Bullying Program
EnVision Math Intervention Kits

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. We hold a before/after school intervention for at-risk students that runs from September to May using theSuccessMaker Software. The sessions are held four days per week . Students are given support in English Language Arts and Mathematics.

14. Research-based educational practices to raise student achievement

Teachers throughout Culver City Unified School district are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning dificiencies and identify areas for enrichment. Grade level teams regularly meet to collaborate and plan this instruction. Administrators continue working to refine the protocols. All teachers will continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies necessary to improve student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The following resources are available to the students of El Rincon Elementary School:
Science Fair
Young Storytellers- 4th and 5th
Discovery Center
We Tell Stories
Mad Science
Music Center Assemblies
Caring Schools Community lessons and class meetings
Enrichment programs
Art instruction per individual class
Chess Test Tutors
School and Family partners
Symphonic Jazz Orchestra
Arts Integration Partnership/Program through the Music Center
Didi Hirsh, Mental Health Center
Culver City Rock and Mineral Club presenting rocks/minerals to 4th graders
STAR Program
Family Center
Parent and Community Volunteers
Student Council
Office of Child Development Before and After School Program
Culver City Park and Recreation After School Program
Book Pals (through Screen Actors Guild)
Rockin Rockets
TGA Golf Program
Olweus Class Meetings
UCLA CREEST
LMU Project Stellar
Trash for Teaching

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Teachers, parents, ELAC committee members and members of the School Site Council conduct informal assessments that generate input and feedback used to plan budget and programs supported by various categorical funding streams.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

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

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

Title I: Instructional Aide, instructional supplies, SuccessMaker Software, Professional Development, Parent Education
PTA funds grade level field trips and assemblies

Unit Budget funds all supplies

Culver City Education Foundation Grant to support funding for a technology and arts.
Culver City Rotary Club to support funding for a Brightlink Interactive System

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

GOAL #1: English Language Arts
100% of all students will master the Grade level essential standard.

Measure:
Common Formative and Summative , benchmarks, unit and chapter tests, Performance assessments

Barriers: El Rincon Staff are participating in a number of professional development trainings, yet there are still students who test within the Basic to Far Below Basic range. Currently there is a lack of effective interventions to support students who are not at proficiency in ELA. However, the staff has been trained and is implementing SuccessMaker software as an intervention/enrichment for all students which provides practice opportunities and instruction in ELA that is aligned to the California grade level content standards for K-8 while transitioning to Common Core.

Goal #2: Writing
First through fifth grade teachers will administer a minimum of three (kindergarten two) writing prompts aligned to their grade-level writing standards where 80% of their students will score a proficient or above on a grade level rubric by the end of the 2013-2014 school year.

Measure:
Grade level writing rubrics based on Common Core.

Barriers: Insufficient professional development focused on uniform scoring as well as criteria charts and rubrics.

Goal #3: Mathematics
100% of all students will master the Grade level essential standard.

Measure:
Topic Tests, Benchmark assessments, Teacher generated assessments, Common Formative and Summative , Performance assessments
and chapter tests.

Barriers: In the 2013-14 school year we will have the necessary technology in each classroom to more effectively support the implementation of the EnVision math curriculum and to provide instruction for all students that pairs the visual with auditory input during daily instruction. Teachers will use math manipulatives in their instruction to help the children move from the concrete to the conceptual understanding of math standards. We have implemented SuccessMaker software as an intervention for our Far Below Basic, Below Basic, Basic students which provides practice opportunities and instruction in math that is aligned to the California grade level math content standards for K-8.

Goal #4: Science
The percentage of students scoring at the proficient or advanced level in science will increase from the current 79% proficient or advanced to 82% by the end of the 2013-14 school year as measured by the California Standards Test. (CST)

Measures:Topic Tests, Benchmark assessments, Teacher generated assessments, Common Formative and Summative , unit and chapter tests, Performance assessments

Barriers: El Rincon Staff continues to enhance and strengthen instruction in science by utilizing the science lab to its fullest capacity. The staff continues to participate in a number of professional development opportunities emphasizing science curriculum. We are working collaboratively with LMU and UCLA to provide teacher professional development and increase the level of inquiry based science instruction.

Goal #5: ELD

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

Barriers: Full and daily (30 minutes per day) implementation of the adopted supplemental ELD curriculum.

We will use the ELD Specialist to support teachers with the ELD curriculum. Our participation Project STELLAR through LMU will provide additional support to our LTELS. Teachers will incorporate SDAIE strategies as well as Direct Interactive Instructional strategies to support academic achievement of our English learners.

Budget data is preliminary based on 2013-2014 school year.
Appendix A data is based on 2013-2014 school year.
Appendix C data is based on 2013-2014 school year.

Annual Year-End Evaluation of School Plan Objectives

El Rincon Elementary School School	Comprehensive School Plan Annual Year-End Evaluation of School Plan Objectives

Directions: Please review your school plan objectives actions and complete this form for each goal. Please mark each school plan objective as MET, NOT MET, or NOT MEASURABLE. Provide a narrative explanation in the space provided for any objectives that were not met.

Objectives	Met / Not Met / Not Measurable
ELA: 85% of kindergarten through 1st grade students will meet or exceed district benchmarks for ELA each year.	Met Met- Safe Harbor Not Met
The percentage of students in grades 2-5 scoring at the proficient or advanced level in ELA will increase from 64.3% to 79% by the end of the 2011-12 school year as measured by the California Standards Test or alternatively meet the AYP target through safe harbor.	
English Language Learner Students and Social-Economically Disadvantaged Students(SED) will make gains to meet the AYP through safe harbor.	
Writing: First through Fifth grade teachers will administer a minimum of three (Kindergarten two) writing prompts aligned to their grade-level writing standards where 80% of their students will score a 3 or above by the end of the 2011-2012 school year.	Met
Math proficiency The percentage of students in grades 2-5 scoring at the proficient or advanced level in math will increase from 66.9% to 79% by the end of the 2011-12 school year as measured by the California Standards Test or alternatively meet the AYP through safe harbor.	Met- Safe Harbor
Science proficiency- The percentage of students in grade 5 scoring at the proficient or advanced level in Science will increase from 68% to 73% by the end of the 2011-12 school year as measured by the California Standards Test.	Met
Sub-group Proficiency The percentage of English Language Learners (ELL) in grades 2-5 scoring at the proficient or advanced level in math will increase 10% based on Safe Harbor measures by the end of the 2011-12 school year as measured by the California Standards Test.	Met Met
The percentage of Socioeconomically Disadvantaged Students (SED) in grades 2-5 scoring at the proficient or advanced level in Language Arts will increase 10% based on Safe Harbor measures by the end of the 2011-12 school year as measured by the California Standards Test..	

Narrative Explanation for each objective not met:
Goal #1 While two of the components in this goal were met, the goal to have the English Language learner subgroup meet the AYP target through safe harbor in English Language Arts, was not met.

Total number of School Plan Objectives: 5

Total number of School Plan Objectives met: 4
Percentage of School Plan Objectives met: 80%

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	353	351	362	67	70	65	136	126	140	14	14	15
Growth API	832	866	854	887	878	876	809	855	849	918	984	950
Base API	838	831	866	884	886	878	811	808	854	952	918	984
Target	A	A	A	A	A	A	A	A	A			
Growth	-6	35	-12	3	-8	-2	-2	47	-5			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes			

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	113	117	112	67	67	56	178	157	197	46	50	58
Growth API	807	848	833	810	857	823	795	832	812	567	685	699
Base API	822	807	848	865	810	857	804	795	832	525	567	686
Target	A	A	A	A	A	A	A	5	A			
Growth	-15	41	-15	-55	47	-34	-9	37	-20			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes			

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	99	100	100	99	100	100	99	100	100	100
Number At or Above Proficient	225	247	253	50	54	49	80	85	97	11	14	14
Percent At or Above Proficient	64.3	70.6	70.7	74.6	77.1	76.6	58.8	67.5	70.3	78.6	100.0	93.3
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	No	Yes	Yes	No	Yes	Yes	Yes	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	99	99	99	100	100	99	100	99	94	99	95
Number At or Above Proficient	66	75	73	44	44	36	99	97	122	11	22	28
Percent At or Above Proficient	59.5	64.7	65.8	66.7	65.7	64.3	56.2	61.8	62.9	25.6	44.9	50.9
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	Yes	Yes	No	No	No	Yes	Yes	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	236	261	266	53	52	51	84	91	98	13	13	13
Percent At or Above Proficient	66.9	74.4	73.5	79.1	74.3	78.5	61.8	72.2	70.0	92.9	92.9	86.7
AYP Target: ES/MS	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**
AYP Target: HS	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**
Met AYP Criteria	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	69	86	82	41	54	40	103	106	129	16	26	31
Percent At or Above Proficient	*61.1*	*73.5*	*73.2*	*61.2*	*80.6*	*71.4*	*57.9*	*67.5*	*65.5*	*34.8*	52.0	53.4
AYP Target: ES/MS	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**
AYP Target: HS	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**
Met AYP Criteria	Yes	Yes	No	No	Yes	No	Yes	Yes	No	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers			50
Percent with Prior Year Data			100.0%
Number in Cohort			50
Number Met			30
Percent Met			60.0%
NCLB Target	54.6	56.0	57.5
Met Target			Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort					89	6
Number Met					19	--
Percent Met					21.3%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target					No	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	749	642	580
Percent with Prior Year Data	100	99.8	100.0
Number in Cohort	749	641	580
Number Met	409	424	367
Percent Met	54.6	66.1	63.3
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	583	326	576	242	537	221
Number Met	169	160	190	128	181	107
Percent Met	29	49.1	33.0	52.9	33.7	48.4
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

[redacted]

GOAL #1: English Language Arts
100% of all students in Kindergarten-5th grade will be proficient on the grade level essential standard by June 2, 2014

[redacted]

CST, Common Formative and Summative Assessments

[redacted]

Common Formative and Summative Assessments
SuccessMaker
Open Court Unit/Chapter tests
Science Chapter Test
Social Studies Chapter test
Writing Assessments

Students performing below grade level standards will receive assistance in small groups. *Provide K-5 students with an instructional aide to work with small groups of students to facilitate the most effective classroom intervention program. *Provide professional development on data analysis to improve instruction and student achievement. ***Monitoring/Evaluation: Matching student aide time with student data to be collected by the Principal each trimester. Students will be reassessed after small group instruction and data will be analyzed by the teacher and Principal.	September-June		2000-2999: Classified Personnel Salaries	Title I 17,000.00
Students working at basic to far below basic level will be offered before, during and after school intervention to enhance reading comprehension skills using the computer lab and Success Maker software in an effort to close the achievement gap. ***Monitoring/Evaluation: Teachers and Principal will track and actively encourage attendance in before and after school SuccessMaker intervention. We will closely monitor the Galileo data of students participating in these interventions.	September-June		4000-4999: Books And Supplies	Title I 2300.00
Implement daily time for workshop (universal access and flexible grouping strategies) in all classrooms.	Daily			

Develop home to school communication regarding grade level expectations and standards. *Provide staff development on common core based instruction, data analysis, and create formative assessments on common core. *Teachers in grades 2-5 will be involved in data analysis sessions with the Principal. Teacher will identify what standards in ELA need to be re-taught in flexible groups. Teachers will reassess students to show mastery of these skills. Data will be shared with grade level, parent, and Principal. ***Monitor/Evaluation: Staff and principal will monitor how our "targeted" students are progressing in ELA to ensure that these students reach proficiency, by collecting data and reviewing this data during Data Analysis Sessions.	*September-June *January-March-May		
The Principal will provide feedback to teachers after classroom walk throughs to reinforce effective teaching practice. ***Monitoring/Evaluation: Principal's informal and formal classroom observations and evaluations.	September - June		
Teachers will continue to learn and implement best instructional practices and instructional rigor.	September - June		

Teachers will participate in professional development opportunities provided by the District. *Teachers will attend professional development. *Teachers will meet with their grade level PLC teams to collaborate around best practices and data analysis. Explicit teaching of academic language, high engagement strategies using Open Court to teach and model these strategies which are needed to support our EL subgroup in meeting proficiency.	September-June				
Intervention teacher to work with students that are below grade level.	November-February		1000-1999: Certificated Personnel Salaries	District Funded	
Teachers will attend Project Based Learning and CGI workshops at UCLA Lab School. Strategies will be used to support instruction and increase student achievement.	December, March		5800: Professional/Consulting Services And Operating Expenditures	Title I	1000.00
SuccessMaker Club before and afterschool. Teacher will monitor, supervise, recruit, and communicate with teachers, parents, and administrator about students progress.	September-May		None Specified		
Substitute teachers during teacher professional development.	September -May		1000-1999: Certificated Personnel Salaries	Title I	2000.00
Parent workshops to improve parent understanding and engagement to increase the parent's capacity to support their child.	March		5900: Communications	Title I	2000.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Goal #2: Writing

First through fifth grade teachers will administer a minimum of three (kindergarten two) writing prompts aligned to their grade-level writing standards where 80% of their students will score a proficient or above on a grade level rubric by the end of the 2013-2014 school year.

District Writing Prompts and Benchmarks

Kindergarten - 5th grade will be evaluated with District benchmarks for writing

Grades 2-5 will be evaluated on common grade level assessments.

Writing responses(OCR)

Teachers will continue to refine implementation of " Step up to Writing" or Open Court Writing component. Teachers will become familiar with the district assessments and rubrics. *Provide staff development to improve student achievement *Teacher education with writing rubric and criteria charts *** Monitor/Evaluation- Teacher will submit to principal the writing prompts and testing dates for the writing prompts. Teachers and principal will collect and analyze writing assessment data.	August			District Funded	
Provide extra instruction for English language learners in writing strategies through the ELD Specialist and instructional assistant.	August June			District Funded	
Teachers will attend Cue Conference to evaluate technology and software to increase student achievement.	March		5800: Professional/Consulting Services And Operating Expenditures	Title I	3000.00
Substitute teachers during teacher professional development.	September-May		1000-1999: Certificated Personnel Salaries	Title I	2000.00
Parent training provided by ELD specialist based on parent feedback from ELAC meetings.	January, March, April				
Use of Scholastic Magazine to use as an instructional resource to teach fourth grade writing skills in expository and summary genres.	August-June		4000-4999: Books And Supplies	School and Library Improvement Program Block	

Teachers in grades TK-5 will provide small group instruction as needed to improve writing skills. Provide TK-5 students with an instructional aide to work with small groups of students to facilitate the most effective classroom intervention program.	August - June		None Specified	None Specified	
Develop home to school communication regarding grade level expectations and grade level standards for writing.	August-June				
Parent workshops to improve parent understanding and engagement to increase the parent's capacity to support their child.	March		5900: Communications	Title I	2000.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Goal #3: Mathematics 100% of all students will master the grade level essential standard by June 2, 2014
CST, Common Formative and Summative Assessments
Grade Level Common Assessment District Benchmark Assessments SuccessMaker Math Topic Test Teacher made assessments

Teachers will focus on key academic standards Effective implementation of the adopted EnVision Math curriculum Kinesthetic activities involving math standards School-wide monthly grade level/cross grade level release time Adherence to current math pacing guides Teathers will use manipulatives to help students with the conceptual understanding of math.	August- June			
Students performing below grade level standards will receive assistance in small groups using the math intervention kits for ELs. *Provide K-5 students with an instructional aide to work with small groups of students to facilitate the most effective classroom intervention program. *Provide professional development using data to improve instruction and student achievement. *Use high engagement strategies in lesson presentation. ***Monitoring/Evaluation: Matching student aide time with student data to be collected by the Principal each trimester. Students will be reassessed after small group instruction and data will be analyzed by teacher and the Principal.	August - June		None Specified	None Specified

The Principal will frequently monitor classrooms to ensure that strategies taught in Professional Development are implemented in all classrooms.	August- June				
Intervention teacher to work with students that are below grade level.	November-Feburuary		1000-1999: Certificated Personnel Salaries	District Funded	
All Students will learn math facts with automaticity. *Teachers will implement daily math drills. *Parents will be encouraged to support math fact mastery at home.	Daily				
Substitute teachers during teacher professional development.	Sempteber-May		2000-2999: Classified Personnel Salaries	Title I	1000.00
Parent worshops to improve parent understanding and engagement to increase the parent's capacity to support their child.	April		5900: Communications	Title I	1000.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Goal #4: Science

The percentage of students scoring at the proficient or advanced level in science will increase from the current 79% proficient or advanced to 82% by the end of the 2013-14 school year as measured by the California Standards Test. (CST)

CST
Classwork
Chapter and Unit tests
Teacher made quizzes
School wide participation in Science Fair

Trash 4 Teaching professional development for teachers to incorporate inquiry based science activities. Students will engage in a project based learning activity based on grade level standards using 21st century learning skills.	November-December-June		4000-4999: Books And Supplies	Title I	3700.00
Increase investigative opportunities in the science lab through collaboration with LMU, UCLA, and Growing Great Garden to enhance the science instruction and provide on-going professional development for teachers. ***Monitor/Evaluate: Principal will monitor formal and informal observations, effectiveness of the instruction will be monitored through teacher surveys, and measured through analysis of student outcomes.	August-June				
Fifth grade teachers will use the CST science test release questions to provide students with practice opportunities that cover the science standards.	November, February, April				
School wide Science Fair to build enthusiasm and interest in science.	April				
Work with LMU and UCLA to provide staff development and to implement science more effectively through engaging activities that focus on urban ecology and use the school garden as a focus for teaching science.	January - May				

Substitute teachers during teacher professional development	September-May		2000-2999: Classified Personnel Salaries	Title I	1000.00
Parent worshops to improve parent understanding and engagement to increase the parent's capacity to support their child.	April		5900: Communications	Title I	1000.00

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

CELDT

Galileo Math Benchmark Assessments
Classroom Assessments
SuccessMaker Reports
Math Topic Tests

Professional Development- The ELD Specialist will provide support to teachers in the implementation of the ELD curriculum, Language Central.	August-June		
Professional Development (SuccessMaker)	November		

Parent Education: Opportunities will be provided for parents to learn strategies and ways to help their children at home. These will be offered through parent classes at the district provided by Dr. Frand, retired UCLA professor.			
Before and After School Intervention Classes-SuccessMaker Club *Teachers and Principal will monitor student attendance in the club, and provide incentives for attendance through awards and prizes. *Teachers and Principal will anaylze SuccessMaker data.	September- May		2000-2999: Classified Personnel Salaries Title I 2000.00
Teachers will incorporate the technology component of the EnVision Math program into lesson planning, as well as make available the online textbook access to both parents and students.	September - June		
Teachers will use the EnVision Math Kits and Envision Math Games to provide differentiated instruction and practice to students not yet proficient.	August - June		
Teachers will use manipulatives and technology tools (document cameras, LCD projectors, Brightlinks,tablets) to pair auditory with visuals to support EL students of conceptual understanding of math.	August- June		6000-6999: Capital Outlay Title I 12099.00

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

The Office of State and Federal Programs will ensure notification of NCLB program status as it relates to district and site Program Improvement and Corrective Action. Notification to parents and the community will be provided through communications via U.S. Mail, email, the CCUSD website, registration materials, and community meetings.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

School Responsibilities

- Implement needs assessment tools to consult with parents, school staff, LEA staff, and outside experts on what changes need to be made at the school to improve student achievement.
- Incorporate research-based strategies to strengthen core academic areas.
- Address specific academic issues that caused the school to be identified.
- Adopt policies and practices concerning core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the state's proficient level of achievement.
- Allocate 10 percent of the school's Title I funds to provide high quality professional development to address the reasons a school is identified for improvement.
- Describe how the school will provide parents written notice about the identification.
- Specify the responsibilities of the school, the LEA, and/or the state under the plan, including the technical assistance to be provided by the LEA as well as the LEA's responsibilities under the ESEA.
- Establish specific, measurable, annual objectives for continuous and substantial progress by each group of students.
- Include strategies for effective parental involvement.
- Incorporate, as appropriate, opportunities for extended day and extended year activities.
- Incorporate plans to support teacher mentoring.
- Implement the revised SPSA by the beginning of the school year or immediately upon the approval of the revised SPSA if approved after the beginning of the school year.

LEA Responsibilities

- Provide timely and varied school and student data to site(s).
- Inform school sites of PI requirements and Title I ESEA updates.
- Provide public notification regarding schools identified for improvement
- Define scope of technical assistance so that all stakeholders are operating with a common definition.
- Analyze assessment data to identify and address problems
- Provide training to school staff on the use of needs assessment tools to measure gaps in service.
- Use the results from the school's needs assessment tools to craft actions to improve student achievement.
- Identify and implement professional development, school improvement strategies, and methods of instruction that are research-based and address the reasons a school is identified for improvement.
- Determine the technical assistance resources available in the region and make initial contact.
- Develop pathways for effective and timely communication to staff, students, parents, LEA personnel, and others (e.g. newsletter, e-mail blasts, local media).
- Assist with analysis and revision of the school budget so resources are allocated to activities most likely to increase student achievement.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Reginald Brunson	[X]	[ ]	[ ]	[ ]	[ ]
Karma Nicolis	[ ]	[ ]	[ ]	[X]	[ ]
Debbie Hammie	[ ]	[ ]	[X]	[ ]	[ ]
Steve Zee	[ ]	[ ]	[ ]	[X]	[ ]
Janet Ames	[ ]	[X]	[ ]	[ ]	[ ]
Emma Stashin	[ ]	[ ]	[ ]	[X]	[ ]
Diane DiFranco	[ ]	[X]	[ ]	[ ]	[ ]
Diane Hiller	[ ]	[X]	[ ]	[ ]	[ ]
Mon Sherie	[ ]	[ ]	[ ]	[X]	[ ]
Neil Glickman	[ ]	[ ]	[ ]	[X]	[ ]
Numbers of members of each category:	**1**	**3**	**1**	**5**	**0**

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

The Single Plan for Student Achievement

School: Farragut Elementary School
CDS Code: 19-64444-6012694
District: Culver City Unified School District
Principal: Dr. Rebecca Lynch
Revision Date: November 1, 2013

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.

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

Contact Person: Dr. Rebecca Lynch
Position: Principal
Phone Number: (310) 842-4323
Address: 10820 Farragut Dr.
Culver City, CA 90230-4107
E-mail Address: rebeccalynch@ccusd.org

The District Governing Board approved this revision of the SPSA on .

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.

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School Vision and Mission

Farragut Elementary School's Vision and Mission Statements
DISTRICT MISSION STATEMENT:

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

BELIEFS:

We believe that:

- Each person deserves to be safe.
- Everyone deserves to be treated with respect.
- Honoring diversity makes us stronger.
- The quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits.
- Aesthetics is essential to life.
- We are responsible for ourselves and accountable to each other.
- Individuals have the right to respectfully express their views, opinions and thought.
- The sense of family and belonging is integral to our lives.
- Everyone has the right to preserve his/her dignity.
- Each person has the capacity for goodness.

SCHOOL MISSION STATEMENT:

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

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

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

School Profile

Farragut Elementary School is more than an outstanding school. It is a community with a passion and joy for learning. At Farragut, teachers take pride in their efforts, parental involvement is strong, and students know they are expected to do their best in all academic subjects and to have excellent citizenship. Farragut is more than an institution; it is a community for learning in which all feel a part of the family. The school is of its tradition of excellence and proven success.

The Farragut community values the collaborative efforts of all stakeholders, the importance of data-driven discussion to inform instructional practices, the use of 21st century equipments to reach all learners, the strong involvement of family members in various programs at the school, the frequent communication between the school and the home, and the steady improvement of student achievement. The teachers, support staff, and administration of Farragut Elementary School are dedicated to providing a high quality and challenging elementary program to its students. The school's instructional and extracurricular programs promote problem solving, critical thinking, creative pursuits, and active engagement between teachers and students through standards-based curriculum, well-designed lessons, team-teaching, cooperative learning activities, small group instructions, and peer or cross-age tutoring. The role of the arts and technology in the lives of the students is apparent throughout the school. The development of the physical, social, and emotional aspects of the students' education is also given high priority at school. With a successful broad-based curriculum, Farragut Elementary enjoys continued support from its students, parents, staff, and the community at large.

Farragut was opened as a small neighborhood school and today serves more than 550 students from diverse ethnic and economic backgrounds. The school is known to have an Arts and Technology focus. It has a strong visual arts program that follows the K - 5th VAPA standards. The school has a dedicated art room where an art specialist conducts the lesson. The music program consists of music appreciation classes for all students. In addition, the fourth and fifth graders may choose to take band or orchestra classes once a week, and all third graders receive lessons in playing the recorder. We have two Bell Choirs, advanced and beginning, which are available as free before school classes to students in grades 3-5 and a school choir which is also available for free to all students in grades 1-5. All the 4th and 5th grade teachers and two third grade teachers are involved in the Arts Integration Partnership (AIP) with the Los Angeles Music Center; the program is focused on integrating the arts with an anchor piece of literature. Artists are partnered with these teachers to implement the program. The AIP involved poetry, theater, and shadow puppetry. Our computer lab serves all students and is staffed by two aides. The lab was funded by parent donations and through grants. In addition to the lab, we also have computers in every classroom. Students learn keyboarding skills, perform word processing tasks, use the Internet for research projects, take benchmark assessments online, and practice academic skills using the SuccessMaker software. All the classrooms are equipped with LCD projectors and document cameras. These tools allow teachers to enhance their lesson presentation visually and afford them to incorporate video streaming to enrich students' experience with the curriculum. In addition, almost all classrooms have amplification systems to aide teachers with clear and coherent auditory presentations.

Farragut is proud to continue its after school enrichment math workshops for 5th grade students . Together with the principal, the 5th grade teachers select 15 - 25 students to attend a series of math workshops conducted by a math coach. The math coach engages the students in word problem solving that involves high math skills and concepts. The workshop exposes the students into challenging word problems that are not normally encountered in the daily math curriculum.

Several field trips are arranged annually for each grade level with funding from the PTA. In addition, assemblies are also funded and arranged by PTA. With the support of the Fan Club, the school is able to provide an extensive, moderately priced after school enrichment program called FAAST. Tuition assistance is available if needed. The class offerings vary throughout the year; however, classes in the fields of science, the arts, and sports are regularly available. Chess Tutors has also been a regular after school class for many students.

Farragut is proud to have many students actively engaged in service of the community and their peers. The Student Council, composed of student representatives from grades 3 - 5, meets oncea month and is the guiding force in organizing Community Service Projects. It is also responsible for monitoring the halls during lunch recess. The Buddy Reading Program pairs Kindergarten and Fifth Graders in a shared reading program. The 5th graders volunteer during their lunch recess once a week to read or listen to Kindergarteners read. This program teaches older students to be mentors to the young kids and it fosters friendships across grade levels. Finally, our School Families Program is another example of cross-age mentoring and relationship building. The students, ranging from Kindergarten - Fifth Grade, are put into groups called families and meet with their adult leader each month to discuss various topics, share ideas, participate in activities, or perform school service based on the Character Trait of the month. In June all the families celebrate with a culminating activity known as Sports Day.

Most recently, Farragut received the 2012 California Distinguished School award. This honor was a result of the collaborative efforts among all stakeholders who strongly value student achievement for all.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an anaylisis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Informal surveys indicate that parents, staff, and students are satisfied with the overall academic success of Farragut students, but noted some areas of improvement such as:

1. The need for more supplemental resources for science investigation

2. A continued and improved emphasis on arts and technology

3. More differentiated opportunities for GATE students

4. Continued parent communication of benchmark results

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Principal conducts frequent formal and informal classroom observations to monitor the presentation of the instructional program, determine professional development needs, and to support and encourage continual improvement of our programs and delivery of instruction. The Principal and staff continually monitor assessment data to identify areas of greater instructional needs and provide appropriate interventions and supplemental programs.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

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

   Open Court Reading Unit assessments, including writing prompts, comprehension check points
   Fluency assessments
   Envision Math and District developed Math assessments (K-5th)
   Teacher designed assessments (K-5th)
   Johnston Spelling Inventory
   Basic Phonics Skills Test (BPST)
   Phonemic Awareness Assessments such as segmenting, oral comprehension (K. and 1st Gr.)
   Science chapter and unit assessments

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

   Common Assessments are given in grades K-5. Working in their collaborative teams, teachers identify students that need additional support to learn the objectives presented.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   100 % of the classified staff at Farragut Elementary School is considered highly qualified according to NCLB requirements.

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

   All faculty at Farragut Elementary School have met the requirements necessary and are highly qualified and fully credentialed according to NCLB.

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

The following dates for the 2013-14 school year had been reserved for district-wide professional development: October 16, November 13, January 15, February 12, March 5, and May 7.

Staff professional development and grade level PLC meetings are reguarly conducted at Farragut Elementary on modified Wednesdays except on contractually agreed upon 10 meeting-free Wednesdays.

The district and site professional developments provide teachers opportunities for professional growth in areas such Behavior Management, Common Core Standards, Professional Learning Communities, the Arts and Technology, Curriculum, Instruction, and Assessments.

During PLC teachers collaborate to identify and evaluate the needs of their students based on interim and benchmark assessments. They use the data to design immediate intervention and enrichment activities for individual students across each grade level to ensure all students are learning.

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

Ongoing instructional assistance and support for teachers is provided by the District English Language Development Teacher on Special Assignment (ELD TOSA) and by Beginning Teacher Support and Assessment personnel (BTSA TOSA).

The teachers who staff our Specialized Academic Instruction (SAI), also known as RSP, provide continuous support to general education teachers to help them with addressing the needs of students who are struggling in various areas of the curriculum.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

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

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers across all grade levels at Farragut Elementary School adhere to the California Content Standards. Teachers in grades K-2 are implementing the National Common Core Standards. Teachers in grade 3- 5 are working on developing activities to meet the demands of the new Common Core Standards. All instructional materials are standards based, including social studies and science and the instructional materials are from the recent State adoptions. Essential standards have been identified and are being taught across the grade levels. Kindergarteners are given other appropriate periodic assessments in English Language Arts and Mathematics.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers are meeting the suggested number of minutes per day for each curricular area.
ENGLISH LANGUAGE ARTS:
Kindergarten - 90 minutes
First - Third Grade - 150 minutes
Fourth & Fifth - 120 minutes
MATHEMATICS:
Kindergarten - Fifth Grade - 60 minutes
ENGLISH LANGUAGE DEVELOPMENT:
Kindergarten - Fifth Grade - 30 minutes

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The Culver City Unified School District pacing plans provide guidance and structure for delivering instruction in the essential California Content Standards in English Language Arts and Mathematics across all grade levels. Additionally students in grades K-2 are working with pacing plans for delivering instruction in the Common Core Standards. Interim assessments are administered three times per year to gather data. That data is analyzed and then used to inform instruction for intervention and enrichment.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

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

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students at Farragut Elementary School have available and use the following SBE-adopted and standards-aligned materials:
Open Court Reading 2002, including English Language Support Guide,Intervention Guide
EnVision Mathematics, including re-teach and enrichment
Scott Foresman Science
Houghton-Mifflin Social Studies

Students at Farragut Elementary School have available and use the following SBE-adopted matrials:
Character Development - Caring School Community
Character Development - Olweus Bullying Prevention Program (OBPP)

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. Peer tutoring, in the form of Buddy Reading, is arranged between kindergarten and fifth grade classes.

The school uses SuccessMaker software in the computer lab a minimum of 15 minutes a session from October through June. Students who are at-risk are identified and invited to attend additional sessions a week. The software has also been made available for home access. The software provides support and enrichment both in English Language Arts and Mathematics. Waterford software is also used in Kindergarten and 1st grade to provide extra support to students who have been identified to be at risk in the beginning of the school year.

In addition, many classes have regular assistance from parent/grandparent volunteers. They read with students, drill and practice math facts, work in the computer lab to support SuccessMaker Club, and generally help with follow up activities which support previous classroom instruction.

14. Research-based educational practices to raise student achievement

Grade level teams regularly meet to collaborate and plan this instruction. Since August 2009, all our teachers have been involved with Data Analysis using results from beginning/mid/end year assessment and common assessments generated by each grade level. Plans to pilot an alternative benchmarking program are underway, with teachers being able to design assessments using a test question bank.

In addition to using data to drive instruction, all teachers have been attending professional developments to learn various active engagement strategies in teaching standards based lessons.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The following resources are available to the students of Farragut Elementary School:

SuccessMaker and Waterford Software available during school hours
Bells and Choir (advanced and beginners)
Arts/Music Assemblies - sponsored by PTA
Visual Art class with an art teacher
School Families
Reading Buddies
We Tell Stories for K - 1
Storytelling - 3rd
Do Re Mi - K
Symphonic Jazz Orchestra - 1st & 2nd
Recorder - 3rd
Band - 4th & 5th
Arts Integrated Program through the Music Center Education Division - 3rd, 4th, & 5th
Los Angeles Opera Company - 4th graders
American Folk Dance through the Music Center - 5th
School wide Science Fair
Caring School Communities Program for K-5
Olweus Bullying Prevention Program for K - 5
Home Reading Program
After school Enrichment program - Arts, Science, & Sports
Chess Tutors

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

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

School Improvement Funds: Instructional Aides
ELAP: Instructional materials, conferences, and salaries for substitute teachers
EIA: This site has agreed to the centralization of Economic Impact Aid (EIA) to be utilized for site based services.

18. Fiscal support (EPC)

PTA
Fan Club Field Trips, Classroom supplies, computer lab, art and music program

Description of Barriers and Related School Goals

GOAL #1: Professional Learning Communities

100% of PLCs will set and 90% of PLCs will meet SMART goals in ELA and Math by May of 2013.

BARRIERS: Teachers will need continued professional development in the area of Professional Learning Communities. Due to a variety of administrators at Farragut, consistency in expectations and development of Farragut's culture is essential for students to continue to grow.

GOAL #2: Intervention

Farragut will develop a three-tier pyramid of interventions in the area of Communication Art and Math by May of 2014.

BARRIERS: Time. Finding time within the school day for teachers to intervene systematically while teaching the intended curriculum is difficult. Creatively structuring the school day to provide for more teacher collaboration time is essential in helping PLCs gain the necessary time to systematically intervene with their students.

GOAL #3: Common Core State Standards

100% of teachers will become proficient in the Common Core State Standards by June 2014.

BARRIERS: Farragut Elementary School teachers will continue with professional development by participating in modeled lessons as coordinated by Educational Services and the Farragut Leadership team. The teachers will continue to implement active engagement strategies learned in the PD.

GOAL #4: Arts Education

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

BARRIERS: The fourth and fifth grade teams have 100% participation in Arts Integration Partnership (AIP) with the Music Center. This year two teachers from the 3rd grade team joined AIP. We continue to encourage all 2nd-5th grade teachers to participate in AIP. This year, should funding continue, we have additional 3rd grade teacher joining in AIP with the Music Center.

GOALS #5: Technology

All students in grades kindergarten through fifth grade will have access to and gain knowledge from technology.

BARRIERS: Funding. Technology is an expensive, yet critical tool in the eduction of our students. The Common Core State Standards are going to require students to be comfortable in 21st century skills. Farragut is fortunate to have a generous community and Fan Club. Money needs to be consistently set aside for the purchase of new technology to replace out of date technologies and bring the school up to the standards outlined in 21st Century Schools.

Annual Year-End Evaluation of School Plan Objectives

Farragut Elementary School School	Comprehensive School Plan Annual Year-End Evaluation of School Plan Objectives

Directions: Please review your school plan objectives actions and complete this form for each goal. Please mark each school plan objective as MET, NOT MET, or NOT MEASURABLE. Provide a narrative explanation in the space provided for any objectives that were **not** met.

Objectives	Met / Not Met / Not Measurable
Writing Proficiency: Kindergarten-Grade 1: Eighyt percent (80%) of our students will meet or exceed the minimum writing benchmark for the 2012-13 school year Grade 4: The percentage of students scoring an 8 in the CST Writing Application will increase from 57% to 65% by the end of the 2012-13 school year.	Met
Mathematics Proficiency The percentage of students in grades 2-5 scoring at proficient or advanced in mathematics will be maintained at 90% by the end of the 2012-2013 school year as measured by the California Standards Test (CST). Alternatively, subgroups may make safe harbor to achieve the AYP federal targets.	Met
English Language Arts Proficiency: The percentage of students scoring at the proficient or advanced level in English Language Arts will increase from 84.3% to 89.2% by the end of the 2012-2013 school year as measured by the California Standards Test (CST). Alternatively, subgroups may make safe harbor to achieve the AYP federal targets.	Not Met
Science Proficiency: The percentage of students scoring at the proficient or advanced level in science will be maintained at 89% by the end of the 2012-2013 school year as measured by the California Standards Test (CST)	Not Met
All students in grades kindergarten through fifth 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.	Met

Narrative Explanation for each objective not met:
Each grade level in Grades 2 - 4 scored below 80% average/mean percent correct on the writing strategies portion of the CST and below 86% on the schoolwide ELA proficiency, scoring 85% overall in ELA. While there is plenty of evidence that students in Grades 2 - 5 have many opportunities to apply writing in essays and narratives, it does not mean they are getting enough practice in the multiple choice format of writing strategies. Students in various grade levels scored below 80% in certain subtests in ELA (Reading Comprehension - 2nd & 4th grade at 78% and 77%, respectively; Writing Covnention - 3rd, and 4th grade at 76%, and 75%, respectively; thus contributing to the overall 85.1% ELA proficiency.

The staff will continue to examine the data throughout the year, implement changes in their practice, and provide intervention to targeted students to successfully address this goal. Instructional aides and teachers will continue to receive professional development in Reading/Language arts to improve student engagement in the lessons. The staff is expected to implement strategies learned from these professional developments.

The SAI/RSP teacher and principal will add an extra session in SuccessMaker Club to provide a targeted intervention for our students. The teachers will draft and update their SMART goals to ensure all students are learning the intended curriculum

Total number of School Plan Objectives: 5
Total number of School Plan Objectives met: 3
Percentage of School Plan Objectives met: 60%

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	339	356	370	136	143	157	35	42	40	51	52	53
Growth API	932	940	944	943	952	963	903	928	908	955	982	979
Base API	905	932	940	928	943	952	899	903	926	945	955	982
Target	A	A	A	A	A	A						
Growth	27	8	4	15	9	11						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	101	98	89	52	45	39	106	105	100	40	37	36
Growth API	909	904	915	904	899	917	894	884	886	784	783	811
Base API	852	909	903	841	904	900	850	894	883	739	784	783
Target	A	A	A	A			A	A	A			
Growth	57	-5	12	63			44	-10	3			
Met Target	Yes	Yes	Yes	Yes			Yes	Yes	Yes			

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	287	300	314	117	127	140	29	32	28	45	47	51
Percent At or Above Proficient	84.7	84.3	85.1	86.0	88.8	89.2	82.9	76.2	70.0	88.2	90.4	96.2
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	100	100	100	100	100	100	100	100	98	98
Number At or Above Proficient	80	76	72	39	32	31	80	73	73	23	18	20
Percent At or Above Proficient	79.2	77.6	80.9	75.0	71.1	79.5	75.5	69.5	73.0	57.5	48.6	57.1
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	Yes	Yes	--	--	Yes	No	Yes	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	99	100	100	100	100	100	98	100	100	100
Number At or Above Proficient	307	323	343	125	130	151	30	37	33	48	52	51
Percent At or Above Proficient	90.6	90.7	93.5	91.9	90.9	96.2	85.7	88.1	84.6	94.1	100.0	96.2
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	99	100	100	100	100	100	98	100	98	98
Number At or Above Proficient	88	86	82	46	39	35	87	86	86	25	27	28
Percent At or Above Proficient	87.1	87.8	93.2	88.5	86.7	89.7	82.1	81.9	87.8	62.5	73.0	80.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	Yes	Yes	--	--	Yes	Yes	Yes	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers			29
Percent with Prior Year Data			100.0%
Number in Cohort			29
Number Met			--
Percent Met			--
NCLB Target	54.6	56.0	57.5
Met Target			*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort					40	0
Number Met					18	--
Percent Met					45.0%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target					Yes	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	--	--
Met Percent Proficient or Above	Yes	--	--
Mathematics			
Met Participation Rate	Yes	--	--
Met Percent Proficient or Above	Yes	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	749	642	580
Percent with Prior Year Data	100	99.8	100.0
Number in Cohort	749	641	580
Number Met	409	424	367
Percent Met	54.6	66.1	63.3
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	583	326	576	242	537	221
Number Met	169	160	190	128	181	107
Percent Met	29	49.1	33.0	52.9	33.7	48.4
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

100% of PLCs will set and 90% of PLCs will meet SMART goals in ELA and Math by May of 2013.

Monitoring of PLCs Document
Data Analysis of Assessments
PLC Agendas
Formative and Summative Assessments

• Set SMART learning goals for ELA and Math	May 2014	PLCs Principal	
Staff will monitor and celebrate goal progress	Sept to June	PLCs Principal	
PLCs will adjust goals as necessary	Sept to June	PLCs Principal	

Feedback will be provided on goals	2013-14 school year	Principal	
A minimum of two formative and one summative assessment per subject will be given to monitor each SMART goal.	October 2012 - June 2013	PLCs Principal	
Teachers will identify Essential Course Outcomes (ECOs) for ELA and Math to develop and understanding of what we monitor.	January 2014	PLCs Principal	
Farragut will provide an environment that promotes communication and positive interaction among staff members and students (Recognitions, Social Events, Fish days, Newsletters)	2013-2014	Teachers Principal	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Farragut will develop a three-tier pyramid of interventions in the area of Communication Art and Math by May of 2014.

PLC Agendas
Common Assessment Data
Intervention Group Documentation
Teacher Observation
Walkthroughs

Set intervention expectations with the staff.	January 2014	Principal Leadership Team	
Identify the learning problem at the first sign of difficulty based on data against an assessment	Ongoing	PLCs Principal	

Select/design intervention	October - June	Teacher PLCs Principal	
Monitor intervention effectiveness based on data.	Ongoing	Teacher PLCs Principal	
Provide non-invitational interventions in Tiers 2 and 3	Ongoing	PLCs Principal	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

100% of teachers will become proficient in the Common Core State Standards by June 2014.

Professional Development Opportunities PLC Agendas Work Samples

Participate in building professional development opportunities focused on the Common Core State Standards.	Sept to June	Teachers PLCs Leadership Team Principal	
Participate in District Professional Development opportunities focused on the Common Core State Standards.	October to June	Teachers PLCs Principal	
Teachers in grades K-2 will implement Common Core State Standards with materials provided by the district.	Sept to June	PLCs Principal	
Teachers in grades 3-5 will provide students with Common Core Activities designed by their grade level PLCs.	September to June	PLCs Principal	
• The principal will be monitoring classrooms to ensure the strategies gained from P.D. are implemented. • Principal will provide feedback to teachers on classroom walkthroughs to reinforce best teaching practices. • Principal will model lessons as needed to support teachers in implementing ELA/ math curriculums. • Provide staff development on curriculum, standards based instruction, and assessment.	on-going throughout the year. PLC meetings on modified Wed.	Principal PLCs	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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.
Visual Arts and Vocal Music Work samples in student portfolios Student art exhibit during Community Arts Day Participation and Effort Performance before an audience Teacher survey

Visual Arts Teacher • Provides instruction in Arts education • Support teacher arts integration in the core curriculum. • Plans and develops art lesson. • Works with Arts Committee. • Attends staff meeting and grade level PLC to articulate arts curriculum. • Use technology to support arts education.	ongoing	Art Teacher Classroom Teachers	
The Farragut staff will serve as the body by which arts education is overseen. • Teachers plan and integrate music and art in the curriculum. • Involve with Arts committee members. • Communicates arts/music participation with parents and community. • Maintains partnership with committees, businesses, and organizations that foster the arts focus at Farragut. • Ongoing oversight, planning and evaluation.	ongoing	Teachers PLCs Principal	

Teachers will participate in staff development. • Arts Integration Partnership with Music Center Workshops • District PD on modified Wednesday. • Share expertise to others to encourage increase participation in the arts among staff members	Ongoing	Teachers PLCs Principal	
The school will continue to offer after school opportunities for students to participate in arts and music. • FAAST (Farragut Afterschool Arts, Science, and Technology) Enrichment classes.	Sept-June	Fan Club PTA	

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

All students in grades kindergarten through fifth grade will have access to and gain knowledge from technology.

Technology enhanced lessons
Computer Lab opportunities
IPad Opportunites

Farragut teachers will be provided with technology to engage and enrich their lesson delivery to students	Ongoing	Teacher Principal Fan Club PTA	Laptop computers I Pads	None Specified

Teachers will participate in staff development. • Technology Tidbit during each monthly staff meeting. • Share expertise to others to encourage technology integration among staff members. • Provide opportunities for teachers to attend the CUE conference.	Ongoing	Principal Teachers Technology Team	
Conduct Needs assessment of technology to guide Farragut in appropriate purchases.	October 2013	Principal	

Centralized Services for Planned Improvements in Student Performance

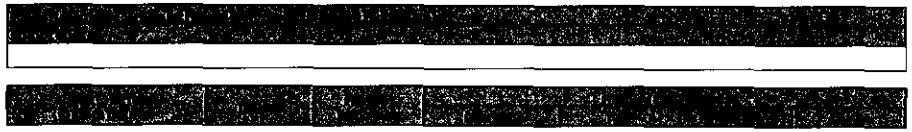
The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

The Office of State and Federal Programs will ensure notification of NCLB program status as it relates to district and site Program Improvement and Corrective Action. Notification to parents and the community will be provided through communications via U.S. Mail, email, the CCUSD website, registration materials, and community meetings.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2



School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rebecca Lynch	[X]	[ ]	[ ]	[ ]	[ ]
Nancy DeFelice	[ ]	[X]	[ ]	[ ]	[ ]
Mariah Deal	[ ]	[X]	[ ]	[ ]	[ ]
Ann Marie Fredal	[ ]	[X]	[ ]	[ ]	[ ]
Stephanie Manglinong	[ ]	[X]	[ ]	[ ]	[ ]
William Lamb	[ ]	[ ]	[ ]	[X]	[ ]
Lillian Morris Chhetri	[ ]	[ ]	[ ]	[X]	[ ]
Fred Frankel	[ ]	[ ]	[ ]	[X]	[ ]
Kimberly Hall	[ ]	[ ]	[ ]	[X]	[ ]
Melissa Lane	[ ]	[ ]	[ ]	[X]	[ ]
Numbers of members of each category:	**1**	**4**	**0**	**5**	

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

The Single Plan for Student Achievement

School: La Ballona Elementary School
CDS Code: 19-64444-6012702
District: Culver City Unified School District
Principal: Jennifer Slabbinck
Revision Date: 10-29-13

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.

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

Contact Person: Jennifer Slabbinck
Position: Principal
Phone Number: (310) 842-4334
Address: 10915 Washington Blvd.
Culver City CA 90232-4045
E-mail Address: jenniferslabbinck@ccusd.org

The District Governing Board approved this revision of the SPSA on .

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.

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School Vision and Mission

La Ballona Elementary School's Vision and Mission Statements
DISTRICT MISSION STATEMENT

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

BELIEFS

We believe that:

- each person deserves to be safe.
- everyone deserves to be treated with respect.
- honoring diversity makes us stronger.
- peace is worth pursuing.
- the quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits.
- everyone has a right to a belief system.
- aesthetics is essential to life.
- we are responsible for ourselves and accountable to each other.
- individuals have the right to express their views, opinions and thoughts.
- the sense of family and belonging is integral to our lives.
- everyone has the right to preserve his/her dignity.
- each person has the capacity for goodness.

LA BALLONA SCHOOL MISSION STATEMENT

La Ballona Elementary School is a safe environment with high expectations, which meets the needs of a diverse population, creating responsible citizens and life long learners through a balanced curriculum and the cooperation between home, school, and community.

BELIEFS

- We believe that students have individual needs, strengths and experiences that they bring to their learning.
- We believe all students can learn, and that they learn best in a safe environment, where they can take risks, and where they can develop to their maximum potential.
- We believe that students learn best where there is effective communication, cooperation, and support from each other, the family, and from the community.
- We believe that good schools provide a balanced and flexible curriculum that fosters excitement for learning, and includes technology, basic skills, the arts, and instruction that reach out to all types of learners.
- We believe that good schools should promote skills to foster a sense of community. We believe that every student should feel successful, supported, and valued.
- We believe that good teachers use effective teaching strategies and are life long learners who engage in professional development and who collaborate by grade level and cross grade level.

School Profile

La Ballona Elementary School has a current student population of 570 students in grades Kindergarten through five. Hispanic students make up 65% of the student population; 16% of the students are white; 9% of students are Asian; 8% of students are African American; 2% of students are other ethnicities including multiple. There are 24 general education classrooms, plus a room for ELD resource, speech, and the Resource Specialist Program. The school has a library and a computer lab. The instructional staff includes a principal, 25 general education teachers (one pair of teachers job share), two special education teachers (1.7 FTE), one physical education teacher, two P.E. aides, 4 instructional aides, one ELD resource specialist, one ELD aide, two resource aides, two speech therapists (part time shared assignment), one library clerk, and one computer lab assistant. La Ballona offers the CCUSD Dual Language Program in Spanish. This year we have two each of Kindergarten through 4th grade Dual Language classrooms.

All of La Ballona's teaching staff are fully credentialed and specifically certified to teach second language learners. More than half of the teachers have Masters Degrees. All teachers and aides are highly qualified as determined by NCLB.

La Ballona believes in building positive developmental assets in children. We practice progressive discipline with a strong emphasis on teaching appropriate behavior and reinforcing positive choices. All teachers and staff have been trained in an anti-bullying initiative called "Bullying Hurts...Inside and Out!" Additionally, teachers use the Caring School Communities program and beginning in 2012-2013, the site is participating in the Olweus Anti-Bullying program.

La Ballona parents are encouraged to participate in all areas of our school. They serve on curriculum committees, advisory boards (SSC, ELAC), participate in PTA, La Ballona Education Partners - Booster Club, attend Partners In Print parent education, Open House, Science and Book Fairs, field trips, International Dinner, tutoring, parenting classes, the Latino Family Literacy Program, materials production, and more. Parents are encouraged to communicate with teachers and the principal at any time.

Equal Access to Core Curriculum

Standards of excellence are held high for all students at La Ballona. Students with special needs have equal access to the curriculum. The classroom teacher is responsible for the core curriculum of each student.

EL (English Learner) students are identified by the Home Language Survey. Students are tested in English within 30 days and in Spanish, if applicable, within 90 days. A student's proficiency in English is determined by the results of the California English Language Development Test (CELDT) of listening, speaking, reading, and writing in English, standardized tests, district writing assessments, and classroom performance. Students are tested yearly until they are re-designated as Fluent English Proficient (FEP). All EL students receive specialized instruction and support from the ELD Specialist as well as being given ELD and SDAIE instruction by the regular CLAD/BCLAD certified classroom teacher.

La Ballona is identified as a school-wide Title I school. At-risk students in grades 2-5 are identified by CST and scores in Reading/Language Arts and Mathematics, and report card grades in reading and math. In Kindergarten and 1st grade at-risk students are identified by performance on district developed assessments. At-risk students' academic progress is monitored throughout the year. They receive intervention support from the classroom teacher on a daily basis as well as extended learning times through before and after school classes. La Ballona offers the Success Makers Club which provides intervention in English language arts to students who are experiencing challenges in this academic area. This assistance is provided through the use of the Success Maker software which is designed to bring students up to grade level. These classes meet before and after school and are used in the classroom during the school day as well.

The Resource Specialists provide instruction according to IEPs of identified students. The IEPs are reviewed yearly. The classroom teacher and RSP teacher collaborate in monitoring each student's progress. The RSP teacher attends the formal parent conference. A Speech Specialist provides additional help for those students with a speech IEP. A goal for 2013-2014 is to allow additional time for collaboration between the classroom teacher and RSP/Inclusion Specialists.

GATE (Gifted and Talented Education) students are identified beginning in third grade and are provided with differentiated instruction. They are challenged above and beyond the curriculum by the classroom teacher with open-ended questions, activities and projects that encourage advanced grade level thinking.

The Student Success Team (SST) meets regularly to discuss students at risk. Students are referred by the classroom teacher, the parent, or other school personnel. They are identified based on academic concerns, classroom performance, or other social, emotional and psychological needs. The Student Success Team is a general education function, composed of a team of general education teachers, a Resource Specialist, the Principal, the Speech Specialist, EL Specialist, psychologist and the parent.

Intervention strategies are discussed and recommended, and timetables given for follow-up study.

Attendance/ Dropout

Attendance at La Ballona (based on 2011-2012 data) is 96.0%. The first strategy used for improving attendance is a letter home to parents at the beginning of the year informing them of attendance requirements/procedures. Other strategies include parent conferences, phone calls to parents, principal intervention and SARB letters. Outstanding attendance is recognized at the end of the year.

Transition from Preschool to Elementary/Middle School

La Ballona has a state pre-school program operated by the CCUSD Office of Child Development on site. At the end of each academic year, pre-school teachers fill out placement cards for each student matriculating to La Ballona Elementary School indicating the child's language, social, emotional, cognitive and motor development. These cards are turned into the principal who shares them with the Kindergarten teachers for proper placement. A major strategy for improving the transition between Pre-school and Kindergarten is for the pre-school teachers to meet with the Kindergarten teachers on a regular basis to exchange ideas, expectations and objectives.

La Ballona students matriculate into Culver City Middle School. Each spring the 5th grade students visit the Middle School and are given a tour and orientation. Middle School counselors and students visit the 5th grade classes to plan classes and to answer questions. 5th grade teachers are knowledgeable of the adjustments to Middle School and prepare the students for this transition academically, socially, and emotionally, throughout the year.

Historically Underserved Populations

Teachers and staff at La Ballona are sensitive to the particular needs of our students (culturally, gender, ethnically, socio-economically, physically, educationally). La Ballona teachers and staff make a conscious effort to provide our students equal opportunities to succeed and participate in all school activities. Additionally, all teachers in Culver City Unified School District have been provided with professional development about the implications of poverty in an educational setting, referencing the work of Ruby Payne. In 2010, La Ballona Elementary School was recognized as a recipient of the Title I Academic Achievement Award and as a California Distinguished School by the California Department of Education.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an anaylisis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Conclusions from Parent, Teacher and Student Input indicate:
Parents are satisfied with the overall academic curriculum, but indicated areas for improvement: need to supplement social studies and science with more resources, more emphasis on aerobic capacity in P.E., lack of student accessibility to computers (limiting acquisition of computer skills), and stronger Fine Arts program. Technology is an area of great need.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Principal conducts frequent formal and informal classroom observations to monitor the instructional program. This information is used to determine professional development needs and to support and encourage continual improvement of programs and delivery of instruction.

We will provide each student with the opportunities, resources and support necessary to achieve his or her academic and personal goals. La Ballona has ongoing professional development focusing on research-based best practices in literacy, writing, English Language Development and mathematics, as well as a focused plan for the development of Professional Learning Communities in which teachers can collaborate to better meed the needs of our learners.

We will create and maintain a safe learning environment. Parent and teacher representatives participate on the District Anti-Bullying Task Force. La Ballona supports a progressive discipline plan focusing on developmental assets. Teachers have been trained in and implement the Caring School Communities program and the Olweus Anti-Bullying Program.

We will develop and maintain challenging learning experiences and environments that not only enable all students to meet or exceed recognized standards, but also inspire them to achieve their highest personal and academic goals. La Ballona staff is provided with ongoing staff development on RtI, Differentiated Instruction, and EL instruction to meet individual learning needs.

We will develop the character of each student in a dynamic community that reflects common core values of our society. La Ballona implements the District's Caring School Community program, holds weekly school wide assemblies, reinforcement program (Lion's Pride & class recognitions), and is in the second year of implementing the Olweus Anti-Bullying Program.

We will attract, value, and support our educational teams to provide the best learning opportunities for our students. La Ballona provides our educational teams with opportunities for professional development and regular intra/inter grade level articulation. Staff have been trained in instructional techniques by educational consultant Pam Barret and through Instructional Quality teams, with training provided by the Los Angeles County Office of Education. Additionally, staff are receiving training in Professional Learning Communities provided by Mike Mattos and Anthony Muhammad. Through this training, staff are participating in collaborative discussions focused on determining essential learning standards, creating and administering common formative assessments and analyzing tha data to determine intervention strategies.

We will take full advantage of the community's diverse resources. La Ballona actively encourages student/parent participation in programs offered by community resources, including business, artistic, and service organizations. Through the reintroduction of our Family Center, students and families are able to access a variety of resources to assist in and out of school, providing for a whole and healthy child. Community organizations also support the Backpacks program in which families in crisis receive weekly food to help support and sustain a healthy lifestyle.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   The State and local assessments used to improve student achievement and to inform and modify instruction are:
   STAR Test Data
   Running Record assessments
   Open Court Reading Unit assessments, including writing prompts, comprehension check points
   Fluency assessments
   District developed Math assessments
   Teacher designed common formative assessments
   Johnston Spelling Inventory
   Basic Phonics Skills Test (BPST)
   Phonemic Awareness Assessments such as sound segmenting, oral blending and oral comprehension
   (used in Kindergarten and First Grade)

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

   Teachers use common formative assessment data to inform instruction and design intervention. Grade level teams examine data from a variety of collaboratively designed assessments to determine student academic needs. Instruction is modified and interventions are provided to students based on assessment information about their individual learning needs based on determined Essential Learning Standards..

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   100% of the Certificated and Classified staff at La Ballona Elementary School meet the criteria for being highly qualified as mandated by No Child Left Behind (NCLB).

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

   All teachers at La Ballona Elementary School are fully credentialed and have met the requirements necessary to be considered highly qualified according to No Child Left Behind (NCLB).

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

   Professional development and grade level collaboration for teachers at La Ballona Elementary School occurs during banked time provided by early dismissal on Wednesdays. During these meetings teachers use their time to collaborate, discuss, evaluate and plan for, and identify the needs of their students based on interim and benchmark assessments. They use this data to design immediate intervention for individual students across each grade level.

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

   At La Ballona Elementary School, ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSA's), and by Beginning Teacher Support and Assessment personnel (BTSA TOSA's). The Resource Specialists (RSP) provide continuous support and suggestions to teachers to help students who are struggling in various areas of the curriculum. Through a Cotsen Foundation grant, a site math coach has been hired for two years to assist five identified "fellows" in developing their understanding of Cognitively Guided Instruction as it relates to implementation of the math curriculum. Additional teachers on site also have access to CGI trainings as desired.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   At La Ballona Elementary School the Physical Education program provides for a thirty minute daily (5 times per week) opportunity for teachers to collaborate across grade levels. The teachers of each grade level work collaboratively on the various curricular areas, examine data, and develop and plan lessons for intervention and enrichment. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   All teachers at La Ballona Elementary School adhere to the the various content framework documents which offer a blueprint for implementation of the California Content Standards. All instructional materials are State Board of Education approved, as well as research and standards-based. Culver City Unified School District has most recently provided new standards-based curricular materials in the content areas of mathematics, English Language Development and science. Rigorous instruction of identified essential standards is implemented across the grade levels. Periodic assessments are administred to students to allow teachers to determine individual student intervention and enrichment needs.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

At La Ballona Elementary School, all teachers meet the recommended number of minutes of instruction per day for each curricular area.
ENGLISH LANGUAGE ARTS:
Kindergarten - 90 minutes
First - Third Grade - 150 minutes
Fourth & Fifth - 120 minutes
MATHEMATICS:
Kindergarten - Fifth Grade - 45-60 minutes
ENGLISH LANGUAGE DEVELOPMENT:
Kindergarten - Fifth Grade - 30 minutes

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The Culver City Unified School District pacing plans are determinded by essential standards and accompanying assessments. They provide guidance and structure for delivering instruction in the California Content Standards and Common Core Standards in English Language Arts and Mathematics across all grade levels. Common formative assessments are administered to gather data. That data is analyzed and then used to inform instruction for intervention and enrichment necessary to improve student academic achievement.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

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

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students at La Ballona Elementary School have available and use the following State Board of Education (SBE) -adpoted and standards-aligned materials:
Open Court Reading 2002, including English Language Support Guide, Intervention Guide
Envision Mathematics, including reteach and enrichment
Scott Foresman Science
Houghton-Mifflin Social Studies

SBE-adopted and standards-aligned intervention materials being used at La Ballona are:
Developmental Studies Center - Being A Writer
Developmental Studies Center - Making Meaning
Developmental Studies Center - Let's Talk About It!
Developmental Studies Center - Caring School Community

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. Instructional Aides work in all kindergarten classes to enable underperforming stuents to meet standards. Peer tutoring, in the form of Buddy Reading, is arranged between various upper and lower grade classes. We offer various before/after school intervention for at-risk students using the Success Maker Program in English language arts. The sessions are held two days per week for 30 minutes for approximately 10 weeks. Many classes receive regular assistance from parent/grandparent volunteers. Volunteers provide various forms of help such as reading with individual students, practicing math facts, and generally assisting with follow up activities that supports previous classroom instruction.

14. Research-based educational practices to raise student achievement

Teachers throughout Culver City Unified School District are participating in Professional Learning Communities as a means to assessing and using student data to design interventions which will address students' learning deficiencies and identify areas for enrichment. Grade level teams regularly meet to collaborate and plan this instruction. All teachers continue to participate in professional development sessions focusing on Professional Learning Communities, collaboration, common formative assessment, the use of data, and the development of intervention strategies necessary to improve student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The following resources are available to the students of La Ballona Elementary School:
Family Center
Partners in Print
Latino Family Literacy Program
MIND Research Institute -Math+Music Program
La Ballona Education Partners
Didi Hirsch, Mental Health Center
Social Skills Group
STAR program
Music Center assemblies
Symphonic Jazz Orchestra
Artists in Residence
Actors' Gang
Fifth Grade Ballroom Dancing Physical Education program,
Accelerated Reader Program, 1st - 5th grade
School-wide Science Fair
Culver City Historical Society character interpreters present local history to 4th graders
Success Maker Club

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Teachers, parents, ELAC committee members and members of the School Site Council participate in needs assesment surveys that generate input and feedback used to plan budgets and programs supported by various categorical funding streams.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Listed below are services provided by categorical funds that enable underperforming students at La Ballona Elementary School to meet NCLB standards:

Title I: supplemental instructional materials and supplies, Accelerated Reader Program, Keyboarding Teacher, Computer Lab Aide, Success Maker Program, Intervention teacher salaries, instructional supplies, Latino Family Literacy Program, Professional Development and teacher release time for collaboration

SI: Instructional Aides

PTA funds all field trips and Assemblies

Unit Budget funds all supplies

Culver City Education Foundation Grant to support La Ballona Elementary School teachers by funding technology, ST Math program, SuccessMaker program, recorders for the school music program, and funds for library books

Cotsen Foundation to provide site math coach salary as well as release time, professional development, and supplies for Cotsen Mentor, Fellows, and administration, plus professional development opportunities for non-Cotsen teachers

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

33% of the the student population at La Ballona Elementary School are English Learners as indicated by CELDT data. English Learners did not meet the target goal of 89.2% at or above Proficient on the English Language Arts section of the California Standards Test. However, Safe Harbor status was achieved for English Learner students in the 2012-2013 school year due to gains in English Language Arts performance. School-wide, there has been progress in math performance on the California Standards Tests, with English Learners making gains and closing the achievement gap. According to the CST Science test, fifth grade performance has improved. However, English Language Learners are significantly lower than all other subgroups in science performance. There exists an apparent achievement gap between English Learners and other subgroups.

A 2006 schoolwide API of 757, an English Learner subgroup API of 699, and a Socio-economic Disadvantaged subgroup API of 720, indicated an achievement gap among our students. Significant subgroups, including our Hispanic/Latino, EL and SED were underperforming when compared with the achievement of White students. After careful analysis of disaggregated CST data, the La Ballona staff concluded that barriers in word knowledge and vocabulary prevented the subgroups from achieving growth targets. It became apparent that teachers required additional professional development to address these literacy needs. As a result, Principal Christine Collins, a former literacy content expert, led a series of three-day Lesson Study professional development for all teachers during the 2007-2008 school year. The goal of embarking on comprehensive professional development in literacy was to empower teachers to better meet the instructional needs of students not meeting grade-level English Language Arts (ELA) standards as well as all students. We believed that as teachers became more skillful in using research-proven strategies and pedagogy in initial literacy instruction, student achievement would improve. Site-based professional develpment in literacy, English language development and mathematics continued during the 2009-2010 school year. During subsequent school years, training has extended to include consultant Pam Barret assisting with student engagement and staff have participated in training on Instructional Quality base don the book Teach Like a Champion by Doug Lemov. Professional development goals for the 2012-2013 school year include building on previous years' goals through the inclusion of trainings on RtI, writing strategies, differentiated instruction, and continued work focused on student engagement through Instructional Quality teams and trainings by Pam Barret, educational consultant.

La Ballona's school-wide API has risen to 853 in 2013, the English Learner API is 823, the Hispanic or Latino API is 832, and Socio-economically Disadvantaged API is 841. We believe that with our focus on Professional Learning Communities and grade level collaboration in additiona to site and district professional development, our teachers are empowered to continuously improve student achievement at La Ballona Elementary School.

The School Site Council has analyzed the available student performance data for all students including English language learners, economically disadvantaged students, gifted and talented students, and students with exceptional needs. The council has also obtained and considered imput from the community. Based upon this analysis, the council has established the following performance improvement goals:

READING:
1. Phonemic Awareness - Kindergarten and 1st Grade
Possible barriers to proficient performance include:
Primary home language is not English
Limited language experience
Lack of experience listening to literature
Lack of additional support staff to facilitate small group or individual instruction

2. Word Analysis and Vocabulary Development -Grades 2-5
Possible barriers to proficient performance include:
Limited vocabulary development
Limited accquisition of academic language
High percentage of students are English language learners
Limited opportunites to engage in conversations in the formal register

3. Reading Comprehension - Grades 2-5
Possible barriers to proficient performance include :
High percentage of students are English language learners
Limited vocabulary
Limited proficiency in academic vocabulary
Limited instruction in concept development and inferential comprehension

WRITING:
1. Writing Strategies - Grades 2-5
Possible barriers to proficient performance include:
High percentage of students are English language learners
Language register is casual
Limited proficiency in academic language
Limited vocabulary
Lack of writing opportunities and formal writing instruction
Long absences and frequent absences
Weaknesses in oral languge skills

MATHEMATICS:
1. Algebra and Functions & Number Sense- Grades K-5
Possible barriers to proficient performance include:
Weaknesses in parent participation in homework follow-through
Weak English language proficiency
Limited vocabulary of the discipline
Ever increasing cognitive load required by multi-step problems
Limited proficiency in number sense
Weak basic skills in addition, subtraction, multiplication and division

SOCIAL STUDIES:

1. Possible barriers to proficient performance include:
Lack of instructional time
Weak background knowledge
Limited academic language
Weak reading comprehension
Lack of professional development in content area

SCIENCE:
1. Increase percent of 5th Grade students scoring Proficient and Advanced on CST Science
Possible barriers to proficient performance include:
Limited instructional time for science
Lack of exposure to and knowledge of the language of the discipline
Primary grades require additional materials
Lack of measurable assessment
Weak background knowledge base

Annual Year-End Evaluation of School Plan Objectives

La Ballona Elementary School School	Comprehensive School Plan Annual Year-End Evaluation of School Plan Objectives

Directions: Please review your school plan objectives actions and complete this form for each goal. Please mark each school plan objective as MET, NOT MET, or NOT MEASURABLE. Provide a narrative explanation in the space provided for any objectives that were **not** met.

Objectives	Met / Not Met / Not Measurable
English Language Proficiency - Grades 2-5 The percentage of students scoring at proficient or advanced level in English Language Arts will increase from 61.9% to 89.2% by the end of the 2012-13 school year as measured by the California Standards Test (CST). Alternatively we will make safe harbor to meet federal targets.	Not Met
Kindergarten and Grade 1: Eighty percent (80%) of our students will meet or exceed the minimum writing benchmark for the 2012-13 school year. Grade 4: The percentage of students scoring an 8 (rubric) in the CST Writing Application will increase from the current 36% to 45% by the end of the 2012-13 school year.	Not Met
Mathematics Proficiency - Grades 2-5 The percentage of students scoring at proficient or advanced level in mathematics will increase from 72% to 89.5% by the end of the 2012-13 school year as measured by the California Standards Test (CST). Alternatively we will make safe harbor to meet federal targets.	Not Met
Science Proficiency The percentage of students scoring at the proficient or advanced level in science will increase from the current 69% proficient or advanced to 75% by the end of the 2012-13 school year as measured by the California Standards Test. (CST)	Met

Narrative Explanation for each objective not met:
#1 - While the overall percentage of students meeting proficiency targets in English Language Arts rose slightly and safe harbor targets were met for several subgroups, targets were not met school-wide, socioeconomically disadvantaged students, or for Hispanic students despite showing growth. The overall percentage of proficient/advanced students in the school increased to 62.5% from 62.4% the year before. Students in Grades 2-5 have adequate access to a strong language arts and ELD program. However, implementation needs to be developed in a way that is consistent across grade levels. Teachers have analyzed data and identified areas for growth as well as best practices for improved achievement.
#2 - While 79% of 4th grade students reached proficiency on their CST writing assessment, the target of 45% reaching advanced was not achieved.
#3 - Overall math scores went up for students at La Ballona, going from 72% to 75.5% schoolwide. All groups except for white students either met state or safe harbor targets. White students showed a decline in math scores for the 12-13 school year.

Total number of School Plan Objectives: 4
Total number of School Plan Objectives met: 1
Percentage of School Plan Objectives met: 25%

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	311	338	368	44	55	60	14	24	30	22	26	30
Growth API	843	847	853	887	884	880	898	883	851	924	949	954
Base API	819	842	847	841	887	883		892	880	923	924	949
Target	A	A	A			A						
Growth	24	5	6			-3						
Met Target	Yes	Yes	Yes			Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	225	225	237	158	156	164	249	239	262	31	39	53
Growth API	821	820	832	803	804	823	826	829	841	667	737	741
Base API	803	821	820	778	803	804	805	826	830	651	667	734
Target	A	A	A	5	A	A	A	A	A			
Growth	18	-1	12	25	1	19	21	3	11			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes			

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	192	211	230	33	37	44	12	18	21	18	24	25
Percent At or Above Proficient	61.7	62.4	62.5	75.0	67.3	73.3	85.7	75.0	70.0	81.8	92.3	83.3
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No	No	--	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	125	126	131	83	80	88	146	140	151	10	17	25
Percent At or Above Proficient	55.6	56.0	55.3	52.5	51.3	53.7	58.6	58.6	57.6	32.3	43.6	47.2
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No	No	Yes	No	Yes	Yes	No	No	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	98	100	100	100	100	100	100	100	100
Number At or Above Proficient	218	246	278	30	47	47	11	15	19	19	23	30
Percent At or Above Proficient	70.6	72.8	75.5	71.4	85.5	78.3	78.6	62.5	63.3	86.4	88.5	100.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	Yes	--	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	97	100	100
Number At or Above Proficient	153	154	174	102	107	117	168	168	194	12	20	31
Percent At or Above Proficient	68.0	68.4	73.4	64.6	68.6	71.3	67.7	70.3	74.0	41.4	51.3	58.5
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers			134
Percent with Prior Year Data			100.0%
Number in Cohort			134
Number Met			82
Percent Met			61.2%
NCLB Target	54.6	56.0	57.5
Met Target			Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort					161	20
Number Met					45	--
Percent Met					28.0%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target					Yes	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	Yes

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	749	642	580
Percent with Prior Year Data	100	99.8	100.0
Number in Cohort	749	641	580
Number Met	409	424	367
Percent Met	54.6	66.1	63.3
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	583	326	576	242	537	221
Number Met	169	160	190	128	181	107
Percent Met	29	49.1	33.0	52.9	33.7	48.4
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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.

CST results from the 2012-2013 school year

While students are showing continuous growth, ELA proficiency levels are still below growth targets. Since no CST testing will take place during the 2013-2014 school year, an alternate form of assessment/data collection needed to be identified. Staff chose running records as a way to check for reading fluency, accuracy, and comprehension.

Running Record data

Teaching staff will be trained in administration of Running Records.	September - June	District staff	
Materials will be provided to teachers for running record administration.	November - December	Principal, District staff	

Substitute coverage will be provided for all teachers to allow for a minimum of two, maximum of three full days to administer running record assessments during the school year.	September - June	Teachers	Substitute Coverage		Title I	10,000
Pre and Post data will be collected and analyzed.	November - June	Teachers, PLCs				
Students performing at below grade level standards will receive intervention support in small groups.	September - June	Teachers				
Instructional aide time will be used to support teacher led intervention.	September - June	Principal, teachers, support staff	Instructional Aides			
The computer lab and Success Maker software to fill academic gaps for students in grades 1-5. Implement Success Maker program in all classrooms, after school and before school.	September - June	Principal, Teachers, Instructional Aide (Technology)	Instructional Aide, Technology, During school	2000-2999: Classified Personnel Salaries	Title I	15000
				3000-3999: Employee Benefits	Title I	3000
			Instructional Aide, Technology, extra hourly	2000-2999: Classified Personnel Salaries	Title I	8000
				3000-3999: Employee Benefits	Title I	1500
			SuccessMaker costs		Title I	5000
Students working below grade level will be offered tutoring to enhance reading comprehension skills.	September - June	Principal, Parent Foundation	Extra hourly		Foundation	
Provide literacy instruction trainings for parents and Partners In Print Parent Literacy Nights.	January - June	Principal, Teachers	Teacher extra hourly	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	750
				3000-3999: Employee Benefits	Title I Part A: Parent Involvement	250
Enhance classroom and site library collections.	September - June	Principal	Materials for library	0000: Unrestricted	Donations	500
			Materials for library	4000-4999: Books And Supplies	Title I	384

Teachers will work collaboratively to plan, create and administer common formative assessments, analyze student data, and implement interventions through their developing work in Professional Learning Communities (see Goal #5).	September - June	Principal, PLCs				
Use Accelerated Reader Program to supplement fluency and comprehension practice.	September - June	Teachers	Accelerated Reader license renewal		Title I	2000
Teachers will participate in professional development opportunities to enhance their understanding of the Common Core Standards and Smarter Balanced Assessment.	September - June	District staff, Principal, Teachers				
Teachers are provided support on the ELD curriculum through the ELD Specialist	September - June	ELD Specialist				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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.

PLC documents
Data analysis
PLC developed common assessments

Set aside time for PLC collaboration, including providing substitute coverage for up to three full school days during the 2013-2014 school year.	September - June	Principal, Grade level lead teachers	substitute teachers	Title I	10000
Grade level PLCs identify essential course outcomes for ELA and Math.	November - June	PLCs, Principal			
Common formative assessments will be created and administered to assess student achievement related to essential course outcomes.	October - June	PLCs, Principal			
PLCs will adjust goals and assessments when necessary.	October - June	PLCs, Principal			
Leadership Team will plan and assess progress toward implementation of PLC goals and timelines	September - June	Principal, Leadership Team	extra hourly	1000-1999: Certificated Personnel Salaries	5000
				3000-3999: Employee Benefits	2000
			extra hourly	2000-2999: Classified Personnel Salaries	300
				3000-3999: Employee Benefits	100

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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.
2012-2013 CST data
All but one group made safe harbor targets in mathematics for the 2012-2013 school year. Staff determined that goals and targets for all groups should continue to be raised, as there has been a consistent pattern of growth in this area for our students.
Pre and Post assessments Unit/Chapter tests Teacher made quizzes and tests Common Formative assessments

Teachers will be trained in new math common core standards.	September - June	District staff, Teachers, Principal	
Teachers will identify essential standards for student learning.	September - June	Teachers, Principal	

Teachers will create and administer common formative assessments. Teachers will analyze data to create intervention plans for struggling students.	October - June	Teachers, Principal			
Teachers will utilize the EnVision math intervention kits to support mastery of math standards.	September - June	Teachers			
Teachers will use manipulatives and technology tools (interactive whiteboards, document cameras, etc.) to pair the visual with auditory input during daily math instruction.	September - June	Teachers	technology	Title I	5000
Students not yet proficient will be provided interventions in math both during school and after school.	September - June	Teachers	Teacher extra hourly	1000-1999: Certificated Personnel Salaries	Foundation
Selected Students will participate in the Math Olympiad	September - June	Site Math Coach			
ST Math+Music Program (MIND Institute) for grades 2-5.	September - June	Teachers, Instructional Aide (Technology), Keyboarding (music) Instructor	Keyboarding Instructor	5800: Professional/Consulting Services And Operating Expenditures	Title I 14000
			ST Math program		Title I 8000
Site participation in Cotsen: The Art of Teaching grant focused on mathematics instruction and Cognitively Guided Instruction (CGI). (One mentor teacher--out of classroom--and five fellows--in classroom)	September - June 2015	Principal, Cotsen Mentor, Cotsen fellows			
Cotsen grant provided math trainings and observations for Cotsen participants, Principal, and additional staff as interested.	September - June 2015	Principal, Cotsen Mentor, Cotsen fellows, teachers			

Parent Education: Opportunities will be provided for parents to learn strategies and ways to help their children at home. These will be *offered through parent* classes at the district.	September - June	District staff	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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)
CST scores from 2012-2013.
CST

Participation in Project Stellar (Loyola Marymount University)	September - June	4th and 5th grade teachers, Principal	
Enhance library materials to support the science curriculum.	September - June	Principal	
Students will have the opportunity to become involved in the School Science Fair. This engages the student in the Scientific Process and provides the students with project based learning.	Spring	Teachers, Principal	

Fifth grade teachers will use the CST science test release questions to provide students with practice opportunities that cover the science standards.	January - April	5th grade teachers	
Teachers will begin to implement Common Core standards, with an emphasis on science based expository text.	September - June	Teachers	

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

The Office of State and Federal Programs will ensure notification of NCLB program status as it relates to district and site Program Improvement and Corrective Action. Notification to parents and the community will be provided through communications via U.S. Mail, email, the CCUSD website, registration materials, and community meetings.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

School Responsibilities

- Implement needs assessment tools to consult with parents, school staff, LEA staff, and outside experts on what changes need to be made at the school to improve student achievement.
- Incorporate research-based strategies to strengthen core academic areas.
- Address specific academic issues that caused the school to be identified.
- Adopt policies and practices concerning core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the state's proficient level of achievement.
- Allocate 10 percent of the school's Title I funds to provide high quality professional development to address the reasons a school is identified for improvement.
- Describe how the school will provide parents written notice about the identification.
- Specify the responsibilities of the school, the LEA, and/or the state under the plan, including the technical assistance to be provided by the LEA as well as the LEA's responsibilities under the ESEA.
- Establish specific, measurable, annual objectives for continuous and substantial progress by each group of students.
- Include strategies for effective parental involvement.
- Incorporate, as appropriate, opportunities for extended day and extended year activities.
- Incorporate plans to support teacher mentoring.
- Implement the revised SPSA by the beginning of the school year or immediately upon the approval of the revised SPSA if approved after the beginning of the school year.

LEA Responsibilities

- Provide timely and varied school and student data to site(s).
- Inform school sites of PI requirements and Title I ESEA updates.
- Provide public notification regarding schools identified for improvement
- Define scope of technical assistance so that all stakeholders are operating with a common definition.
- Analyze assessment data to identify and address problems
- Provide training to school staff on the use of needs assessment tools to measure gaps in service.
- Use the results from the school's needs assessment tools to craft actions to improve student achievement.
- Identify and implement professional development, school improvement strategies, and methods of instruction that are research-based and address the reasons a school is identified for improvement.
- Determine the technical assistance resources available in the region and make initial contact.
- Develop pathways for effective and timely communication to staff, students, parents, LEA personnel, and others (e.g. newsletter, e-mail blasts, local media).
- Assist with analysis and revision of the school budget so resources are allocated to activities most likely to increase student achievement.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
AYRIN FANTE	[ ]	[ ]	[ ]	[X]	[ ]
SCOTT KECKEN	[ ]	[ ]	[ ]	[X]	[ ]
ALLISON FARIS	[ ]	[ ]	[ ]	[X]	[ ]
HEATHER MOSES	[ ]	[ ]	[ ]	[X]	[ ]
SUBA KELLIER	[ ]	[ ]	[ ]	[X]	[ ]
SANDRA HARO	[ ]	[X]	[ ]	[ ]	[ ]
NAN BORCHERDING	[ ]	[X]	[ ]	[ ]	[ ]
ANNIE MENDEZ	[ ]	[X]	[ ]	[ ]	[ ]
CINDY FIERRO	[ ]	[ ]	[X]	[ ]	[ ]
JENNIFER SLABBINCK	[X]	[ ]	[ ]	[ ]	[ ]
Numbers of members of each category:	1	3	1	5	

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

The Single Plan for Student Achievement

School: Linwood E. Howe Elementary School
CDS Code: 19-64444-6012694
District: Culver City Unified School District
Principal: Dr. Kim Indelicato
Revision Date: October 28, 2013

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.

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

Contact Person: Dr. Kim Indelicato
Position: Principal
Phone Number: (310)842-4338
Address: 4100 Irving Pl.
Culver City CA 90232-2812
E-mail Address: kimindelicato@ccusd.org

The District Governing Board approved this revision of the SPSA on .

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.

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School Vision and Mission

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

Linwood E. Howe Mission Statement
Located in the heart of Culver City, our diverse Linwood E. Howe school community uses an innovative, well-balanced approach to empower tomorrow's collaborative leaders by instilling a life-long passion for learning in a challenging, authentic, and nurturing environment in which stakeholders value the whole child by providing a personalized educational experience that develops emotional intelligence and prepares them to flourish as creative thinkers and problem solvers in our evolving global society.

BELIEFS
We believe that:

- Each person deserves to be safe
- Everyone deserves to be treated with respect
- Honoring diversity makes us stronger
- Peace is worth pursuing
- The quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits
- Everyone has a right to a belief system
- Aesthetics is essential to life
- We are responsible for ourselves and accountable to each other
- Individuals have the right to express their views, opinions and thought
- The sense of family and belonging is integral to our lives
- Everyone has the right to preserve his/her dignity
- Each person has the capacity for goodness

School Profile

At Linwood E. Howe Elementary School, our goals are for students to achieve academic success as well as to develop their character to become responsible, respectful, and resourceful citizens. Our school community fosters mutual respect among all of its members, including parents, students, teachers, staff and community members. Opportunities for parent involvement and partnership are regularly provided and encouraged. It is our hope that all parents find at least one support activity in which they can take part. Our teachers maintain professionalism through ongoing communication, collaboration, problem solving, and participation in professional growth opportunities. As a learning community, the staff members, students, and parents of Linwood E. Howe School continue their tradition of striving for excellence. All Linwood Howe teachers (except for one teacher who is in an intern program) are highly qualified under the provisions of "No Child Left Behind" (NCLB).

Funding:

Lin Howe School programs are funded through various sources. The District general fund pays for books, teachers, office staff, custodians, the librarian, and special education instructional aide salaries, building and grounds upkeep, etc. Additionally, we receive a Unit Budget from the District's general fund and a custodial budget per student enrolled in our school. These funds are used to purchase classroom supplies such as paper and pencils, office supplies, duplicating paper, custodial supplies, service contracts for our duplicating machines, etc. We also receive School Improvement and Title I categorical funds. These additional funds may only be used for supplementary programs and materials to meet the goals in our School Improvement/Title I Single Plan Student Achievement. The PTA and Linwood E. Howe Boosters generously raise funds to pay for field trips, assemblies, as well as many other school activities. Additionally, stakeholders contribute to a donations fund from which we purchase supplemental materials.

Technology:

Linwood Howe School has a library and a computer lab. The library has four Internet-connected computers to be used by the students for research or other library related reasons. We are fortunate that the computer lab has 30 internet connected computers, which were purchased with grant funds. Additionally, we have two laptop carts, each containing 18 computers, that teachers can check out for student use in the classroom. School Improvement funds are used to staff our computer lab with an instructional aide for 19.5 hours per week. The computer aide works with students and assists both students and teachers with the use of computer technology for enhanced learning.

All teachers have access to the internet in their own classrooms. This technology ensures that all our teachers can report student attendance online and actively use the Schoolcity/ATI program for assessment and data driven instruction. The Galileo Program was initiated during the fall of 2007, in order to improve student achievement, district-wide. The purchase of computers and printers for every Linwood Howe teacher supports the District's move toward computerized data access for all teachers and our staff now has the computers to immediately access that information.

All Linwood Howe teachers are assigned CCUSD email addresses which they use for internal communication as well as communication with families. Pertinent educational information and messages from the principal, school, and District are sent via e-mail. Parents may also choose to use the Parent Portal online, which allows them access to student information such as attendance. Additionally, parents may take advantage of the Parent Resource Center in the school office, where they can use the computer and access resources such as parenting magazines and books during school hours.

Over the past couple of years, many teachers have received grant funding for additional technology in their classrooms. We now have at least one laptop/projector kit per grade level, two SMART Boards, a Bright Link, and a set of response clickers. All classrooms have document cameras that allow teachers to present lessons pairing the auditory with visuals which is especially important for our English language learners. We expect that technology hardware and software will be utilized in its many forms to continue to improve instruction.

Parent and Community Participation:

Lin Howe School has a friendly and warm community of parents who are supportive and welcome on our campus. Teachers, specialist, support staff, and the principal are readily available for questions, concerns, and updates on how students are progressing. Parents who are cleared through the volunteer screening process are encouraged to volunteer in the classrooms and on field trips. We appreciate parent attendance during our numerous assemblies and recognition programs such as, Character Counts and the school-wide, daily morning assemblies. We also have traditional forums for parental involvement. Examples are as follows: the Parent Teacher Association (PTA) and Linwood E Howe Boosters with their numerous committees and projects, School Site Council, English Learners Advisory Council (ELAC), and 5th grade parent committees. These groups hold regularly scheduled meetings and events throughout the year. Parents and community members are included in decision making, activities and projects to improve our school. We are also fortunate to have a large cadre of volunteers who donate thousands of hours of their time to assist students and teachers. All volunteers are screened for tuberculosis and are fingerprinted.

Linwood Howe has a unique parent group who also contribute to our school program, the Safe Routes to School Committee. The Safe Routes to School Committee is a group of school, city, and community stakeholders who work together on efforts to make it safe to walk and wheel to school. The committee earned a grant to improve the infrastructure around the school as well as to educate families and to encourage them to walk and wheel to school. Grant funds and volunteers will support activities throughout the year.

English Language Learners (ELL):

Lin Howe is supported by a shared ELD Specialist and an ELD instructional aide. Both staff members assist classroom teachers in supporting their second language learners. The ELD Specialist conducts parent classes using the Latino Family Literacy Project program which teaches parents to make literacy a part of their family experience. Additionally, the ELD Specialist works with the principal to coordinate meeting with the English Learner Advisory Committee, which is a parent group who advises school personnel on the special needs and interests of our English learners.

All of our dedicated teachers have successfully completed their course work to be certified to teach English Language Learners. Teachers are required to provide 30 minutes per day, of specialized, ELD instruction for their EL students. The District has provided curriculum and training for all K-3 teachers in Language Central, the supplemental ELD curriculum. All teachers are expected to use

the English Learner Support Guide (ELSG) that is provided in the Open Court curriculum.

Special Programs and Services:

Beyond our regular programs, Linwood Howe is proud to provide students with numerous special services such as: special education classes, ELD assistance, occupational therapy, adaptive PE instruction, and speech therapy.

Arts and music programs are well-supported at Linwood Howe. Kindergarten students benefit from weekly music classes with one of the kindergarten teachers. TK, first, and second graders benefit from weekly music lesson taught by a credentialed district music teacher. Kindergarten, first, second, and third graders have access to Symphonic Jazz Orchestra classes supported by funding from Sony as well as our Booster Club and PTA. Third graders study the recorder with the district music teacher. Fourth and fifth grade students may choose to participate in instrumental music with the district music teacher. Third through fifth graders may also participate in choir once a week if they choose. The choir is conducted by a credentaled district music teacher. Teachers integrate the arts through the SRA curriculum, tied to their Open Court ELA lessons. Seven teachers participate in the Arts Integration Program, in which they have learned to integrate the arts of poetry and puppetry into their language arts curriculum. Our Arts Outreach Committee, supported by Linwood E Howe Boosters, also works to provide equitable access to standards-based art projects at all grade levels. They recruit local artists in the school community as well as the Culver City community at large to provide quality experiences for all students. Additionally, the Booster Club and CCEF have cofunded a credentialed art teacher who will provide instruction to each class throughout the winter months. *Teachers recommend fourth and fifth grade students* to participate in two sessions of The Young Storytellers Foundation each school year as well. Young Storytellers Foundation provides mentor writers with whom students work to create screenplays which are performed, as Improvisations, by professional actors at The Big Show.

The Linwood Howe community strives to continually lessen the negative impact we have on the environment and to educate children on being environmentally aware. Our Safe Routes to School Committee is only one of the groups who work toward this end. Our Student Council has "Green Seats" and Booster Club has a "Green Team," who are committee leaders in sustainability, recycling and gardening efforts. Parents are participating in Growing Great, a series of nutrition lessons taught to students by trained parents. Also, our school is a Community Supported Agriculture pick-up location. Community members who subscribe, pick up organic vegetables and, in return for our location, we receive funds to support our own Learning Gardens, in which students plant and harvest vegetables.

We are very fortunate to have a large playground with both grass and blacktop areas. A credentialed PE teacher and two instructional assistants are responsible for providing our daily PE program. Every year new playground equipment is added in order to provide more activity choices for our students when they are on the yard.

After school supervision is provided, on a fee basis by the CCUSD Office of Child Development through the KIK, SACC, and Club 26 programs. *The Culver City Recreation Department also provides a fee-for-service supervision* program called Culver City After-school Recreation Program (CCARP). Culver City keeps the Linwood Howe playground open after school and on week-ends to be used by the community as a park. The community use is part of the City/CCUSD Joint Use Agreement. Although the City keeps the Linwood Howe playground/park open, it does not provide supervision for those children who use the park.

Intervention:

During the 2010-11 school year, we used Title I funds to purchase a computer program called Success Maker to be used for intervention and enrichment. Success Maker is computer software that is aligned to the California content standards and automatically and dynamically creates a custom path of instruction and practice opportunities within the courseware for each student based on their individual strengths and weaknesses. Success Maker software is both effective for students needing additional academic support and for students that would benefit from enrichment opportunities in reading. For intervention, students access the program 3-4 times per week either during or before school. Teachers may also use the program when they bring their entire class to the computer lab. We began using the program in December of 2010 and saw amazing results in a 66 point increase in our API over the past three years.

Homework:

The staff at Lin Howe School believes that regular homework is an integral part of a successful educational program. The purpose of homework is to provide practice or review of previously taught concepts and skills. Each teacher assigns homework as prescribed

by Culver City Unified School District board policy and appropriate to the needs of the students and the difficulty of the content being learned.

A School Where Character Counts:

Our philosophy is that we expect students to be good citizens who are respectful to themselves and others. Linwood E. Howe School Elementary School is a school where character counts. Both students and staff are expected to follow and model the character traits of Trustworthiness, Respectfulness, Responsibility, Fairness, Caring, and Good Citizenship. When students make unwise choices, the staff counsels them and teaches appropriate strategies to use for better decision making. This assistance provides the children with more resources to draw upon to better handle future conflicts. Progressive discipline is used when necessary. In order to foster and maintain a safe environment, we have implemented the Olweus Bullying Prevention Program and Caring School Communities programs across all grade levels. These programs are designed for teacher directed lessons and role playing activities that provide students with multiple tools to effectively deal with peer pressure and uncomfortable situations. Additionally, we have an School Culture/School Climate committee of school staff who are working to maintain a positive school climate, as well as, to provide students with positive ways to fight against bullying on campus.

Campus Safety:

One of Linwood Howe School's most important responsibilities is to provide a safe and secure environment for learning. Students are expected to be respectful of each other's learning time, feelings, and personal space, within and outside the classroom. We have a closed campus during the school day and visitors must register and secure special passes from the front office to be on the campus grounds. Only authorized adults may pick up children who leave school before the end of the school day. All staff members and volunteers must be fingerprinted and have current TB tests before they may begin work. The majority of our certificated and classified staff members have received first aide and emergency training and we conduct monthly emergency drills for students and teachers to practice emergency procedures. The district provides a campus security officer, whom we share with another elementary site. The officer assists with morning ingress and checks in periodically as well as responds to calls when we need security personnel. Culver City Police Department offers the district access to a School Resource Officers who responds when we need law enforcement on campus.

Student Achievement:

The Linwood Howe staff continues to strive toward improving student achievement. As our teachers concentrate on the transitioning to the Common Core standards, in all curricular areas, they regularly analyze students' strengths and weaknesses. The data collected is used to develop individual and grade level plans to improve student achievement. The staff is currently putting greater emphasis on obtaining additional teaching and learning strategies to better assist our English Language Learners (ELL) to achieve the academic growth they are capable of making. This year, the staff and students will continue to participate in workshops and programs focused on ELL student acheivement. Additionally, the Principal and a teacher representative from Lin Howe will participate as a member of the CCUSD team for Project STELLAR which focuses on our *Long term English Learners.*

There are many other ways to determine student achievement beyond the standardized tests that are required by California. Students are assessed at regular intervals by the use of publisher and district benchmark assessments. Additionally, students in first through fifth grades take regular benchmark exams which are standardized district-wide. Results of these assessments are recorded and shared with the principal, the district, and other grade level teachers. Analysis of the findings help teachers to determine what students have learned, when it is time to move ahead, and what areas may need re-teaching or reviewing. Teachers may also evaluate students using oral questioning and project-based evaluations. We are on a trimester system for report cards with three reporting periods. Parent conferences are currently held in October with parents whose children are struggling and parents may be contacted to meet with teachers again, in April, when the second trimester is complete. Parent conferences for parents of all students are held in December.

Staff:

The principal is responsible for evaluating teachers and other site employees according to district procedures and state law. All Linwood Howe teachers are fully credentialed and are qualified to teach English Language Learners. All staff members participate in ongoing district and school wide staff development in all curricular areas. The staff is encouraged to learn and practice new techniques and refine existing skills for the purpose of improving and maximizing student learning, in accordance with state standards. We have 30 highly qualified teachers *at Linwood Howe School. This includes four special* day class teachers, two

resource teachers, and one physical education specialist. An itinerant physical education teacher visits the campus to teach adaptive PE. We also have a speech and language therapist, an intenerant music education teacher, and an itinerant instrumental music teacher. Three of our special education classes are self-contained for students who have mild to moderate learning disabilities and one special education class is self-contaied with students who have moderate to severe learning diasabilies. The resource specialists conduct pull-out and push-in programs to work with students with mild/moderate learning disabilities and are enrolled in regular education classrooms.

The Principal, one teacher per grade level along with a special education teacher, the ELD specialist, and the PE teacher form the school Leadership Team. The members of this team were selected by the principal to act as the point person for their grade level or subject as well as instructional leaders. They meet regularly with the principal to discuss student achievement and school programs.

Substitute Teachers:

We have a large pool of substitute teachers from which to draw. Some request to exclusively work at Linwood Howe. Our teachers use the district process for evaluating substitute teachers. Those substitutes who are unsuccessful with our students are not asked to return. In the rare case that there are no substitute teachers available, the principal steps in to teach. In an emergency, a class may be equitably divided among other, same grade level teachers, who are compensated accordingly.

Student Success Team (SST):

Lin Howe has an established Student Success Team (SST) that meets on a regular basis to review cases referred by teachers after interventions have failed to improve student performance. An SST is a regular education function that determines if additional interventions are needed and whether the child should be referred for district assessments. The SST members consist of the principal, resource specialist, speech therapist, psychologist, student's current teacher, and the child's parents.

Gifted and Talented Education (GATE):

Students that qualify for GATE are clustered in classes and receive differentiated instruction that meets their learning needs. All of our teachers have been trained in differentiated instruction to meet the various learning needs of their students.

Reading/Language Arts and Content Standards:

Linwood Howe School uses the district adopted kindergarten through fifth grade reading and writing curricula that follows the Common Core Standards. Each grade level has standards for reading, writing, written and oral English language conventions, listening and speaking. Students are provided instruction at their grade level with adjustments made for those who are struggling or are above grade level. We use SRA Open Court Reading, 2002 as our reading and language arts series program. Spelling is embedded in the Open Court Program. Teachers use Being a Writer and Step Up to Writing, writing programs to supplement the Open Court program. Reading and writing are assessed throughout the year using publisher and district benchmark assessments. English Learners receive 30 addiditional instructional minutes per day of English Language Development (ELD), targeting their English language levels. Teachers continue to receive training on the newly adopted materials for ELD.

Mathematics and Content Standards:

The Culver City Unified District also uses the adopted kindergarten through fifth grade mathematics curricula that follows the Common Core *Standards. Our math series is* EnVision Mathematics that includes the Common Core math standards embedded within the lessons. In mathematics, all grade levels, including kindergarten, are instructed in number sense, analysis and probability, and mathematical reasoning. Lessons use visuals, manipulatives (blocks, fraction pieces, etc.), and drill and practice. To enhance the mathematics program, we have instituted the Math Olympiads for Elementary and Middle Schools (MOEMS) Program at Linwood Howe. Currently, participants are fourth and fifth graders who compete with other mathletes throughout the United States and internationally. Dr. Jason Frand, a retired profressor from UCLA, volunteer as the coach for our students. Linwood Howe will be hosting our Seventh Annual MOEMS tournament for interested schools throughout Los Angeles County in March of 2014.

Science and Social Studies Content Standards:

Our science series is Scott Foresman. The curriculum for science follows the California State Standards and consists of physical science, life science, earth science and investigation and experimentations for each grade level, kindergarten through fifth grade. All students have a textbook. Students also participate in service learning activities, including raising and releasing trout and studying

and cleaning up La Ballona Wetlands.
The Open Court, 2002 Reading Program incorporates both science and social studies topics within its lessons. Our history/social science curriculum also follows the state standards with different themes for each grade level. Fourth and fifth grades also have independent textbooks for social studies. Kindergarten-third graders study the family and community, fourth graders study California and fifth graders study United States history.

Visual and Performing Arts and Content Standards:

In 2004, the state adopted a new framework and content standards for Visual and Performing Arts(VAPA). In response to the new state framework and as a component of Culver City Unified School District Strategic Plan and CCUSD K-12 Standards-Based Arts Education Plan, three different art series were piloted by Linwood Howe teachers and teachers from other elementary sites. The district curriculum committee adopted the SRA Art Connections in June, 2005, as our district-wide series. Teachers received training on how to best utilize the program and Sony Picture Studios provided funds for the elementary schools to purchase necessary art *supplies to support the curricula*. Additionally, the Music Center, the Culver City Symphonic Jazz Orchestra, Booster Club, and Playa Vista provided funds and specialists in fine arts, language arts, and music to support our school and the district-wide arts program. The Arts Integration Partnership with the Music Center incorporates the Theater Arts into the English Language Arts curriculum.

In 2010-11, parents formed the Arts Outreach Committee. They work to provide quality, standards-based arts education to every Lin Howe student. The committee has a chairperson at each grade level who is responsible for knowing the VAPA standards and the grade level standards. The chair person recruits volunteers to provide standards-based art lessons to students in the given grade level.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an anaylisis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Conclusions from Parent, Teacher and Student Input:

- Parents, members of the Site Council, and the English Language Advisory Council want to emphasize parent involvement in order to help increase learning

and test scores.

- Parent groups are emphasizing activities and other methods to help bring Spanish speaking parents into the mainstream.
- New strategies and a greater effort needs to be made to help English Language Development (ELD) students move from Limited English speaker status to

Fluent English speaker.

- Some parents have indicated a need for enrichment for students who are performing above grade level

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the *school-year and* a summary of findings.

Classroom observations are conducted formally and informally by the school principal. The principal schedules formal observations twice a year with teachers who are being evaluated for the current year. She also conducts at least two informal observations of the evaluated teachers. After each observation, the principal meets to discuss areas of strength and needed improvement with the evaluated teacher. The principal provides the district with a mid-year evaluation of any temporary or probationary teachers and provides final evaluations of all teachers observed.

The principal conducts regular walk-throughs of classrooms to observe instruction and to remain aware of the quality instruction teachers are providing and to monitor student engagement.

Teachers frequently observe one another to share best practices as well. New teachers are supported by Beginning Teacher Support and Assessment (BTSA) and are offered opportunities to observe teachers who have more experience. Additionally, teachers make arrangements among themselves to observe specific teaching strategies in an effort to improve their own practice.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education *Act (ESEA) of 1965 and Essential* Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

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

   Benchmark Assessments in Language Arts and Mathematics
   STAR Test Data
   Open Court Reading Unit assessments, including writing prompts, comprehension check points
   Fluency assessments
   District developed Math assessments
   Teacher designed assessments
   Johnston Spelling Inventory
   Basic Phonics Skills Test (BPST)
   Phonemic Awareness Assessments such as segmenting, oral comprehension (Kindergarten/First Grade)

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

   Teachers use Benchmark Assessment Data to drive instruction and design intervention. Grade level teams examine data from Development Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given throughout the year in first through fifth grades. This data provides teachers with an understanding of student mastery. Additionally, the data offers teachers an opportunity to engage in curriculum callibration to continue to improve instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All except one certificated teacher, who is currently in an intern program through an accreddited university, are highly qualified.

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

   All faculty, except one certificated teacher who is currently in an intern program through an accreddited university, at Linwood E. Howe Elementary School have met the requirements necessary and are highly qualified and fully credentialed according to NCLB.

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

   The general monthly organization of professional development/grade level collaboration for teachers at Linwood E. Howe Elementary School includes the following on Wednesday afternoons, over the course of each month:

   Grade Level Meetings- every week

   Additionally, the following meetings are held after grade level meeting on a rotating basis:
   Staff Meeting
   District Level Professional Development
   Focus Groups

   Additionally, teachers have a one hour block of time every other week or a half hour block of time every week, to meet as a collaborative grade-level team.

   During the above meetings, teachers use their time to collaborate, discuss, evaluate, and identify the needs of their students based on interim and benchmark assessments. They use data to design immediate intervention for individual students accross each grade level.

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

   Ongoing instructional assistance and support for new teachers is provided by the Beginning Teacher Support and Assessment personnel (BTSA TOSA's). The teachers who staff our Resource Specialist Program provide continuous support and suggestions to teachers to help students who are struggling in various areas of the curriculum. Other specialists provide consultation and support to teachers of students with special needs, including the school psychologist and occupational therapist.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   Every wednesdays, teachers meet in their grade level teams for 50 minutes to discuss student progress, mastery of concepts, instruction, and intervention. Additionally, at Linwood E. Howe Elementary School the Physical Education program provides for a thirty minute daily (4 times per week) opportunity for teachers to collaborate across grade levels. At some grade levels, once a week the students participate in a one hour Physical Education class during which time the teachers of each grade level collaborate on curricular areas, to examine data, and to plan unit lessons and intervention and enrichment. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers across all grade levels at Linwood E. Howe Elementary School are transitioning to the Common Core Standards. All instructional materials are standards based and in social studies and in science the materials are from the recent State adoptions. Essential standards are being identified by teacher teams and are being taught across the grade levels. Benchmark assessments are administred periodically to students in grades one through five. Kindergarteners are given other appropriate periodic assessments in English Language Arts and Mathematics, including the Johnston Spelling Inventory, Basic Phonics Skills Test (BPST), and phonemic awareness assessments such as segmenting, oral comprehension. Benchmark assessment data is used to inform instruction and to determine intervention and enrichment needs.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers are meeting the suggested number of minutes per day for each curricular area.
ENGLISH LANGUAGE ARTS:
Kindergarten - 90 minutes
First - Third Grade - 150 minutes
Fourth & Fifth - 120 minutes
MATHEMATICS:
Kindergarten - Fifth Grade - 45-60 minutes
ENGLISH LANGUAGE DEVELOPMENT:
Kindergarten - Fifth Grade - 30 minutes

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Linwood Howe teachers follow district teaching plans and pacing guides to pace their delivery of instruction in the essential Content Standards in English Language Arts and Mathematics. The guides were developed using Culver City Unified School District Essential Standards as well as the identified standards to be tested at each Benchmark period to guide their planning. Interim assessments are administered periodically to gather data. That data is analyzed and then used to inform instruction for intervention and enrichment.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

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

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students at Linwood E. Howe Elementary School have available and use the following SBE-adpoted and standards-aligned materials:
Open Court Reading 2002, including English Language Support Guide,Intervention Guide
EnVision Mathematics, including reteach, intervention, and enrichment
Scott Foresman Science
Houghton-Mifflin Social Studies

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. Students who are not performing at grade level have access to small group practice with instructional assistants as well as the SuccessMaker computer intervention program. Many classes have regular assistance from volunteers. They read with students, drill and practice math facts, and generally help with follow up activities which support previous classroom instruction. Many students participate in Book Clubs during the instructional day to support reading comprehension and enjoyment.

14. Research-based educational practices to raise student achievement

Teachers throughout Culver City are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning difficiencies and identify areas for enrichment. The program we use is called Galileo and it provides periodic benchmark assessments which are used to drive instruction. Grade level teams regularly meet to collaborate and plan this instruction. Beginning in August of 2008, Administrators began working with Dr. Dennis Fox to develop the protocols of data analysis. Additionally, the principal and two lead teachers have received workshops and coaching to build on this topic as well as on engaging English Learners. All teachers will continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies. In 2011-12, teachers participated in a book study based on the book, Teach Like a Champion, which provides examples of research-based effective instructional techniques, which they have incorporated into their instruction to increase student engagement. During the 2013-2014 school year, all teachers are engaged in a study of the common core standards, implementation of common core standards, and development of PLCs.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The following resources are available to the students of Linwood E. Howe Elementary School:
School-wide Science Fair
Symphonic Jazz Orchestra Music Classes
Artist's in Residence Training Program through the Music Center Education Division
Enrichment program/ Arts Technology/ Sports
Arts Outreach Committee projects
Young Storytellers Foundation Screenwriting Program
Latino Family Literacy Program
Rolling Readers
Book Clubs
PTA and Booster Club Sponsored events such as Family Nights
Field trips and assemblies funded by PTA
Math Olympiads

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents represent Linwood E. Howe on the District English Language Advisory Committee (DELAC).

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

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

School Improvement Funds: Instructional Aides, Before/after school classes, supplemental instructional materials and supplies, technology equipment
ELAP: After School Tutoring Program, conferences
Title I: Instructional Aides, SuccessMaker computer program

18. Fiscal support (EPC)

PTA
Booster

Description of Barriers and Related School Goals

The school community has developed five school goals to address specific needs at Linwood E. Howe. As a staff, we will focus throughout the year on four questions: what do we want our students to know, how will we know if they know it, what will we do if they do not know it, and what will we do once they do know it. Our five goals align to those four questions.

Two of the goals are related to the transition to Common Core and answer the question "what do we want our students to know?" One goal focuses on ELA and the other goal focuses on Math. During the 2013-2014, the Lin Howe staff will be engaged in an in-depth study of the Common Core standards to identify essential standards for each grade level (K-5).

Another two goals build upon the first two and answer the questions "how will we know when our students know it?" and "what will we do if they don't know it?" After identifying essential standards, teachers will develop and administer common assessments of the essential standards. Teachers will analyze the data to identify which students require intervention and provide the intervention for those students.

The fifth goal focuses on student mastery of the essential standards. Although there is not any baseline data that directly corresponds to the Common Core standards, the Lin Howe community reviewed proficiency data for the California state Standards for the 2012-2013 school year and has chosen to set a goal of 90% proficiency of all standards for all students this year. Over the past few years, Lin Howe has been closing the achievement gap that currently exists between subgroups, however, the gap still remains. The gap is most noticable for the EL subgroup, the Special Education subgroup, and the socio-economically disadvantaged subgroup. In addition to the class time interventions that will be provided for students based on common assessment data, Lin Howe offers a number of other programs to support students who are struggling. The programs include, but are not limited to, ELD Instruction, Special Education services such as speech, OT, and Specialized Academic Instruction, Homework Club, SuccessMaker, Family Science Night, and family Literacy Night.

Annual Year-End Evaluation of School Plan Objectives

Linwood E. Howe Elementary School School	Comprehensive School Plan Annual Year-End Evaluation of School Plan Objectives

Directions: Please review your school plan objectives actions and complete this form for each goal. Please mark each school plan objective as MET, NOT MET, or NOT MEASURABLE. Provide a narrative explanation in the space provided for any objectives that were not met.

Objectives	Met / Not Met / Not Measurable
English Language Arts: Students will meet the AYP target on the 2012-2013California Standards Test (CST). The percentage of students (including all significant subgroups) in grades 2-5 scoring at the proficient or advanced level in ELA will increase from 67.1% to 89.2% as measured by the CST in May. The alternate will be to acheive safe harbor (SH).	Met/Safe Harbor for all students and significant subgroups White and English Learners met safe harbor and subgroups Hispanic, Socioeconomically disadvantaged, and Students w/disabilities did not meet.
Mathematics: Students will meet the AYP target on the 2012 California Standards Test (CST). The percentage of students (including all significant subgroups) in grades 2-5 scoring at the proficient or advanced level in mathematics will increase from 76.6% to 89.5% as measured by the CST in May. Alternatively we will meet AYP targets through safe harbor.	Not met for all students. Met/safe habor for significant subgroups Hispanic and Eglish Learners. Did not meet for subgroups White, Socioeconomically disadvantaged, and Students with disabilities.
Science: The percentage of students (including all significant subgroups) in grade 5 scoring at the proficient or advanced level in Science will increase from 77% to 89% as measured by the CST in May.	87% of all students scored proficient or advanced. Per subgroup, 92% of white, 76% of Hispanic, 50% English Learner, & 60% Students with disabilities.
Writing: Each grade level will achieve 89% proficiency in the writing strategies portion on the 2012 CST.	Met- 3rd Grade Not Met- 2nd (71%), 4th (63%), and 5th (65%)grade

Narrative Explanation for each objective not met:
All goals were met partially met. Goals for the 2012-13 school year were consistent with the AYP targets with an understanding that we may meet some of the goals with Safe Harbor.

Total number of School Plan Objectives: 4
Total number of School Plan Objectives met: 0
Percentage of School Plan Objectives met: 0%

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	318	348	333	102	113	117	31	28	31	7	20	19
Growth API	826	862	868	867	912	908	831	845	811		842	871
Base API	797	826	862	862	867	911	767	831	842	757		843
Target	3	A	A	A	A	A						
Growth	29	36	6	5	45	-3						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	157	162	139	100	98	86	157	165	180	50	53	56
Growth API	789	827	836	770	794	830	776	820	821	521	631	642
Base API	758	789	828	736	770	794	748	776	820	521	521	632
Target	5	5	A	5	5	5	5	5	A			
Growth	31	38	8	34	24	36	28	44	1			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes			

Conclusions based on this data:

1. While we continue to make gains for all significant subgroups, there continues to be acheivement gaps between the significant subgroups.
2. Continual focus and professional development is needed on instruction for our two most struggling groups, English Learners and students with disabilities.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	203	233	226	75	90	96	20	20	16	--	10	14
Percent At or Above Proficient	63.8	67.0	68.1	73.5	79.6	82.1	64.5	71.4	51.6	--	50.0	73.7
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	99
Number At or Above Proficient	88	94	78	48	48	46	84	94	99	9	14	13
Percent At or Above Proficient	56.1	58.0	56.1	48.0	49.0	53.5	53.5	57.0	55.0	18.0	26.4	23.6
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	--	--	No

Conclusions based on this data:

1. As we have continued to focus on instructional strategies for our English Learners, we have seen growth in their performace.
2. Our student subgroups Hispanic, Socioeconomically disadvantaged, and students with disabilities did not meet their target and actually decreased in the percentage of students scoring proficient or advanced.
3. As a staff, we must further analyze the data and focus in the areas where we did not see our expected growth.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	99	100	100	100	100	100	100	100
Number At or Above Proficient	221	265	252	80	96	97	20	18	19	--	17	15
Percent At or Above Proficient	69.5	76.4	75.9	78.4	85.7	82.9	64.5	64.3	61.3	--	85.0	78.9
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	99	100	99	99
Number At or Above Proficient	97	114	98	56	67	61	92	117	122	14	25	20
Percent At or Above Proficient	61.8	70.4	70.5	56.0	68.4	70.9	58.6	70.9	68.2	28.0	48.1	36.4
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	--	--	No

Conclusions based on this data:

1. Two subgroups, Hispanic and English Learners, showed growth and met their AYP targets.
2. The subgroups that did not meet their AYP target (White, Socioeconomically Disadvantaged, and Students with Disabilities) had fewer students score advanced or profient.
3. School-wide we must focus on math instruction.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	6	8	47	4	24	3	18	1	6	17
2	2	10	8	40	7	35	3	15			20
3					7	70	1	10	2	20	10
4	2	20	6	60	1	10	1	10			10
5			5	50	2	20	2	20	1	10	10
Total	5	7	27	40	21	31	10	15	4	6	67

Conclusions based on this data:

1. The majority of our fourth and fifth graders are intermediate, early advanced, or advanced.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			5	17	13	45	6	21	5	17	29
1	2	11	8	42	4	21	4	21	1	5	19
2	2	9	8	36	8	36	3	14	1	5	22
3			1	8	8	67	1	8	2	17	12
4	2	20	6	60	1	10	1	10			10
5			5	50	2	20	2	20	1	10	10
Total	6	6	33	32	36	35	17	17	10	10	102

Conclusions based on this data:

1. The majority of our fourth and fifth graders are intermediate, early advanced, or advanced.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers			67
Percent with *Prior Year Data*			100.0%
Number in Cohort			67
Number Met			39
Percent Met			58.2%
NCLB Target	54.6	56.0	57.5
Met Target			Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort					84	9
Number Met					25	--
Percent Met					29.8%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target					Yes	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	Yes

Conclusions based on this data:

1. We met all three AMAOs.
2. Our continued focus on EL instruction is resulting in increased student performance.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	749	642	580
Percent with Prior Year Data	100	99.8	100.0
Number in Cohort	749	641	580
Number Met	409	424	367
Percent Met	54.6	66.1	63.3
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	583	326	576	242	537	221
Number Met	169	160	190	128	181	107
Percent Met	29	49.1	33.0	52.9	33.7	48.4
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELA

LEA GOAL:

SCHOOL 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.

Data Used to Formulate Goal:

Findings from the Analysis of this Data:

How the School will Evaluate the Progress of this Goal:

List of essential standards
Minutes from grade level and staff meetings
Classroom Observations

	Timeline	Person(s) Responsible	Proposed Expenditures		
			Type		Amount
Principal lead Professional Development	October-April	Principal	1000-1999: Certificated Personnel Salaries	Title I	1000
Grade level PLC meetings	October-April	Principal & grade level leads	1000-1999: Certificated Personnel Salaries	Title I	1000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELA
LEA GOAL:
SCHOOL 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 profieciency of essential standards.
Data Used to Form the Goal:
Antedotal
Findings from the Analysis of the Data:
How the School Will Evaluate the Progress of the Goal:
Grade level PLC minutes Intervention group logs Intervention schedule Completion of data analysis sheet

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s) Description	Type	Funding Source	Amount
Development of common assessments	January & April	Principal, Grade level leads & team members		1000-1999: Certificated Personnel Salaries	Title I	1000
Analysis of common assessment data (by student by standard)	Within one week of the date the assessment is given	Principal, grade level leads & team members	Half-day sub	1000-1999: Certificated Personnel Salaries	Title I	1000.00
Develop intervention for each essential standard	Within one week of the data analysis	Grade level teams	Half-day sub	1000-1999: Certificated Personnel Salaries	Title I	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s) Description	Type	Funding Source	Amount
Provide intervention by essential standard for each student not showing mastery of the specific standard	January-June		Aide to provide intervention Intervention materials successmaker		Title I	1000.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOAL:
SCHOOL GOAL:
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.
Data Used to Develop This Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
List of essential standards Minutes from grade level and staff meetings Classroom Observations

Proposed Expenditures for this School Goal	Timeline	Person(s) Responsible	Estimated Cost and Funding Source (Amount and Source)
Principal lead PD	October-April	Principal	
Grade Level Minutes	October-March	Principal & Grade Level Leads	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOAL:
SCHOOL GOAL:
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.
Data Used to Develop This Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Grade level PLC minutes Intervention group logs Intervention schedule Completion of data analysis sheet

Proposed Expenditures for this School Goal	Timeline	Person(s) Responsible	Estimated Cost and Funding Source (Amount and Source)
Development of Common Assessments	January & April	Principal, Grade level lead & team	
Analysis of common assessment data (by student by standard)	Within one week of when assessment is given	Principal, Grade level lead & team	
Develop intervention for each essential standard	Within one week of when data is analyzed	Grade level lead & team	

Actions to be Taken to Reach This Goal	Timeline	Responsible	Description	[illegible]	[illegible]	Amount
Provide intervention by essential standard for each student not showing mastery of the specific standard	January-June	Grade level team	Intervention Aide			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

[illegible]
[illegible]
SCHOOL 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.
Data Used to Form this Goal
2012-2013 CST data
[illegible]
[illegible]
Data from end of year assessment

Actions to be Taken to Reach This Goal	Timeline	Responsible	Proposed Expenditure(s)			
			[illegible]	[illegible]	Funding Source	Amount
Develop, administer, and analyze benchmark assessments.						
Implement intervent for each student not showing mastery of an essential standard.				2000-2999: Classified Personnel Salaries	Title I	37000.00
Administer an end-of-year assessment.						
Conferences for Professional Development				1000-1999: Certificated Personnel Salaries	Title I	1,243.00

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

[redacted]
The Office of State and Federal Programs will ensure notification of NCLB program status as it relates to district and site Program Improvement and Corrective Action. Notification to parents and the community will be provided through communications via U.S. Mail, email, the CCUSD website, registration materials, and community meetings.

[redacted]

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

[redacted]

[redacted]

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Katherine Wolf	[ ]	[ ]	[ ]	[X]	[ ]
Howard Adelman	[ ]	[ ]	[ ]	[X]	[ ]
Ashoo Jain	[ ]	[ ]	[ ]	[X]	[ ]
Lourdes Hernandez	[ ]	[ ]	[ ]	[X]	[ ]
Keith Fine	[ ]	[ ]	[ ]	[X]	[ ]
Anissa McCullen	[ ]	[ ]	[X]	[ ]	[ ]
MaryAnn Sweeney	[ ]	[X]	[ ]	[ ]	[ ]
Chelsea Schneider	[ ]	[X]	[ ]	[ ]	[ ]
Kimberly Diamond	[ ]	[X]	[ ]	[ ]	[ ]
Kim Indelicato	[X]	[ ]	[ ]	[ ]	[ ]
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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

BOARD REPORT

9.7 **Approval is Recommended for the Common Core Budget Plan**

Guidelines for the Common Core require that the District spend Common Core monies by June 30, 2014.

The Common Core Budget Plan is presented for Board approval.

RECOMMENDED MOTION:	That the Board approve the Common Core Budget Plan.
Moved by:	Seconded by:
Vote:	

Culver City Unified School District

EDUCATIONAL SERVICES

Common Core Budget Plan

November 26, 2013

1) Technology
   a. In 2013-2014 spend approximately $125,000 to improve the infrastructure
   b. In 2014-2015 spend approximately $200,000 to ensure adequate devices are at school sites to implement the Smarter Balance Assessments (SBAC)
2) Professional Development
   a. In 2013-2014:
   - spend approximately $100,000 on TOSA salaries for Professional Development (PD)
   - spend approximately $100,000 on hourly salary and/or substitute teacher costs for K-12 teacher professional development with a focus on ensuring teachers understand the components of Common Core (the what)
   - spend approximately $15,000.00 on conference attendance and professional development for Educational Services' PD on Common Core

   b. In 2014-2015:
   - spend approximately $100,000 on TOSA salaries for PD
   - spend approximately $100,000 on hourly salary and/or substitute teacher costs for K-12 teacher professional development with a focus on how to best teach the standards and how well students are achieving the new standards
   - spend approximately $15,000.00 on conference attendance and professional development for Educational Services' professional development on Common Core
   - spend approximately $50,000 for Next Generation Science Standards initial implementation PD (hourly and/or substitutes)
   - spend approximately $50,000 on implementation of Common Core literacy standards across the curriculum (CTE, History/Social Science, Foreign Language, Fine Arts) PD (hourly and/or substitutes)
3) Supplemental Materials
   a. In 2013-2014 spend approximately $100,000 on providing teachers the study guides and professional development tools to implement Common Core
   b. In 2014-2015:
   - spend approximately $245,000 to provide supplemental instructional materials for content support of the Common Core
   - spend approximately $50,000 for Next Generation Science Standards supplemental instructional materials
   - spend approximately $50,000 on supplemental materials for literacy standards across the curriculum (CTE, History/Social Science, Foreign Language, Fine Arts)

This represents $1,300,000 of Common Core funding for CCUSD.

9.8 Disposal of Surplus Property

Section 17545 of the Education Code provides that the Governing Board of any school district may sell any property belonging to the district if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use.

Item Description	Location	Dist. Tag
One (1) French Keyboard	District Office	N/A

RECOMMENDED MOTION: That the Board of Education approve the disposal, sale, auction or donation of the surplus equipment listed above.

Moved by: **Seconded by:**

Vote:

9.9 Ratification of Nutrition Agreement between Culver City Unified School District and Pepperdine University

It is recommended that the Board of Education ratify the Agreement with Pepperdine University to provide Nutrition Interns to the District.

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District ratify the attached agreement with Pepperdine University.

Moved by: **Seconded by:**

Vote:

STUDENT INTERNSHIP COOPERATIVE AGREEMENT
BY AND BETWEEN
CULVER CITY UNIFIED SCHOOL DISTRICT
AND
PEPPERDINE UNIVERSITY

THIS AGREEMENT is entered into this 12 day of November, 2013, by and between CULVER CITY UNIFIED SCHOOL DISTRICT hereinafter referred to as "District" and PEPPERDINE UNIVERSITY, hereinafter called "University," and is effective as of 11/18, 2013. The District and the University may herein be singularly referred to as "Party" or jointly referred to as "Parties."

WITNESSETH

WHEREAS, the University is accredited to operate an Individualized Supervised Practice Pathway (ISPP) program in the Natural Science Department at Pepperdine University's Seaver College ("Program");

WHEREAS, the University has established an approved curriculum and desires to provide its candidates in the Program with administrative foodservice experience in conjunction with the Program;

WHEREAS, the Program requires facilities where University students enrolled in the Program ("Students") can gain the necessary administrative foodservice experience;

WHEREAS, the District has the foodservice settings needed by the Students to gain the required administrative foodservice experience;

WHEREAS, the District agrees to allow the Students to gain the necessary administrative foodservice experience by providing them with a supervised experience;

WHEREAS, it is to the mutual benefit of both Parties, as well as a benefit to the public, that Students enrolled in the Program use the facilities of the District to further their learning experience and for the provision of administrative foodservice services ("Services") to the District's students;

WHEREAS, the District is authorized by Section 35160 of the Education Code to initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established;

WHEREAS, 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 the University nor do the Parties intend for this Agreement to in any way enlarge the University's obligations under federal or state law regulation; and

WHEREAS, entering into a cooperative agreement with the University in accordance with the terms of this Agreement is not in conflict with or inconsistent with, or preempted by, any law and is not in conflict with the purposes for which school districts are established.

NOW THEREFORE in consideration of the foregoing and of the mutual promises set forth herein, the University and the District agree as follows:

1. GENERAL INFORMATION

   1.1. Term. The term of this Agreement shall be from November 1, 2013, through August 31, 2014, and may be renewed annually by mutual agreement of the Parties.

   1.2. Duration. Each Student placement ("Student Placement") shall be during the fall, and/or spring semester. The length of the Student Placement with the District shall be mutually agreed to by the University and the District prior to such Student Placement beginning ("Training Period").

   1.3. Capacity. Each Student Placement shall accommodate no more than one (1) Student.

2. RESPONSIBILITIES OF THE UNIVERSITY:

   2.1. Before the Training Period begins, University shall collect from each Student assigned to a Student Placement with District, and send to District, a complete student profile on a form to be agreed to by the parties, which shall include the Student's name, address, and telephone number. District shall regard this information as confidential and shall use the information only to identify each Student.

   2.2. University will assign to the District only those Students who have satisfactorily completed the prerequisite portion of the Program. University will assist the Student in his/her professional development and progress toward the completion of a degree, including but not limited to; additional courses, regular supervision, academic monitoring, and academic advising.

   2.3. University shall notify District's Student Placement supervisor of Student assignments, including the name of the Student, level of academic preparation, and length and dates of proposed internship experience.

   2.4. University shall designate a faculty member to coordinate with District's designee in planning the Student Placement for Students.

   2.5. University faculty members shall attend an orientation provided by District, and shall provide a similar orientation to Students at the beginning of their enrollment in the Student Placement.

2.6. University shall maintain all personnel records for its faculty members and all academic records for its Students.

2.7. University will withdraw a Student from the Student Placement if District determines such action to be warranted.

2.8. University will provide each Student assigned to the District's Student Placement with information about the Student Placement, included but not limited to a description of the Student Placement curriculum, the responsibilities of each participant in the Student Placement, and objectives to be achieved by Students assigned to the District.

2.9. University will require all Students to abide by the policies of the District while working under the auspices of the District. Students shall be expected to conduct themselves in a professional manner, and their attire and appearance will conform to the accepted standards of the District. University shall notify Students in the Student Placement that they are responsible for:

2.9.1. Complying with District's internship and administrative policies, procedures, rules, and regulations;

2.9.2. Assuming responsibility for their personal illnesses, necessary immunizations, tuberculin tests, and annual health examinations;

2.9.3. Providing their own transportation and complying with state DMV laws for insurance;

2.9.4. Complying with District's dress code and wearing name badges provided by the University identifying themselves as Students;

2.9.5. Attendance by Students in an orientation to be provided by University faculty members;

2.9.6. Notifying District immediately of any violation of state or federal laws by any Student; and

2.9.7. Providing services to District's students only under the direct supervision of District's professional staff.

2.10. University will assure that each Student is covered by liability (malpractice) insurance.

2.11. University will assign a faculty member as the University supervisor for each Student assigned to the District. The University supervisor will coordinate the implementation of the Student Placement with District staff to ensure the quality of the Student providing Services to the District and will also be responsible for:

2.11.1. Complying with, and ensuring Student's compliance with, District's internship and administrative policies, procedures, rules, and regulations;

2.11.2. Communicating with District's designee and staff members regarding course and Student Placement expectations for Students;

2.11.3. Providing appropriate instructions and supervision to Students in the Student Placement;

2.11.4. Developing, implementing, coordinating, and evaluating the learning experience; and

2.11.5. Providing feedback, evaluating Student performance, and assigning course grades.

2.12. University will comply with the following District pre-service screening requirements:

2.12.1. Fingerprinting: University shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code Section 45125.1. University's responsibility shall extend to all Students, University employees, and Student Placement staff, regardless of whether such individuals are paid or unpaid, and/or acting as independent contractors of the University ("University Party"). University shall not permit any University Party to have any contact with District students until University has verified in writing to the District's Governing Board that such University Party has not been convicted of a felony, as defined in Education Code Section 45125.1. Verification of compliance with this Section shall be provided in writing to the District on the form attached hereto as Exhibit "C", prior to each University Party's commencement of participation in the Program and prior to permitting contact with District's students.

2.12.2. TB Testing: Prior to permitting any University Party to have access to any District student under the terms of this Agreement, University shall require each University Party to submit evidence of an examination within the past sixty (60) days to determine that he or she is free of active tuberculosis. University agrees to adhere to the tuberculosis test requirements of Education Code Section 49406 for each University Party. The University is required to submit a Tuberculosis Clearance Certificate to District in the form attached hereto as Exhibit "D".

2.13. Payroll Taxes and Withholdings. University shall be solely responsible for any payroll taxes, withholdings, workers' compensation and any other insurance or benefits of any kind for University's employees and agents, if any, who provide services related to the Student Placement under this Agreement. Students are not employees or agents of the University or of the District and shall receive no compensation for participation in the Student Placement, either from University or District.

3. RESPONSIBILITIES OF THE DISTRICT

3.1. District shall accept from University the mutually agreed upon number of Students enrolled in the Student Placement and shall provide the Students with supervised internship experience.

3.2. District shall designate a member of its staff to participate with University's designee in planning, implementing, and coordinating the Student Placement.

3.3. District shall provide an orientation for University faculty members who will oversee Students in the Program, and shall include all information and materials that University faculty members are to provide during the Student orientation required in paragraphs 2.5 and 2.9.6 above.

3.4. District shall permit Students enrolled in the Student Placement access to District facilities as appropriate and necessary for their Student Placement, provided that the Students' presence shall not interfere with District's activities.

3.5. District shall maintain complete records and reports on each Student's performance and provide an evaluation to University on forms the University shall provide.

3.6. District may request that University withdraw from the Student Placement any Student who District determines is not performing satisfactorily, refuses to follow District's administrative policies, procedures, rules, and regulations, or violates any federal or state laws. Such requests must be in writing and must include a statement as to the reason or reasons for District's request. University shall comply with the written request within five (5) days after actually receiving it.

3.7. The District will recommend to the University the withdrawal of a Student if: (a) the achievement, progress, adjustment, or health of the Student does not warrant continuation at the District , or (b) the behavior of the Student fails to conform to the applicable regulations or policies of the District.

3.8. District shall, on any day when a Student is participating in the Student Placement at District's facilities, provide to that Student necessary emergency health care or first aid for accidents occurring at District's facilities. Except as provided in this paragraph, District shall have no obligation to furnish medical or surgical care to any Student.

3.9. District shall provide at least one qualified and experienced registered, licensed, or certified clinician/professional on District's staff ("District Supervisor") to oversee Students. Students are to be regarded as trainees, not employees, and are not to replace District's staff.

3.10. The District reserves the right, exercisable in its sole discretion, to exclude any Student from its premises in the event that such Student's conduct or state of health is deemed objectionable or detrimental to the proper administration of the District.

4. NON-DISCRIMINATION

The Parties agree that all Students receiving internship training pursuant to this Agreement shall be selected without discrimination on account of any class protected by

applicable local, state, or federal law.

5. STUDENTS ARE NOT DISTRICT OR UNIVERSITY EMPLOYEES

The Parties expressly understand and agree that the Students are in attendance for educational purposes, and are not considered employees of either District or University for any purpose, including, but not limited to, compensation for services, or welfare and pension benefits.

6. RESERVATION OF RIGHTS WITH RESPECT TO PLACEMENT OF STUDENTS

The District reserves the right to withhold placement of any Students depending on the number of Students who require placements within the Student Placement, District needs, and the availability of District facilities and personnel to provide a satisfactory Student Placement experience.

7. COMPENSATION

There shall be no monetary compensation exchanged between the Parties to this Agreement. The consideration for entering into this Agreement shall consist of the University having the opportunity to provide Students with a Student Placement experience and educate its Students at District facilities and District receiving the special services to be provided by University and Students.

8. UNIVERSITY INSURANCE

The University shall at its sole cost and expense, provide coverage for its employees, Students, and authorized agents for activities conducted in connection with this Agreement by maintaining in full force and effect insurance and/or self-insurance as follows:

8.1. Professional Liability coverage with limits of One Million Dollars ($1,000,000) per occurrence and an aggregate of Three Million Dollars ($3,000,000).

8.2. General Liability coverage with a limit of One Million Dollars ($1,000,000) per occurrence and an aggregate of Three Million Dollars ($3,000,000).

8.3. Workers' Compensation coverage covering University's full liability as required under State law.

8.4. Employer's Liability coverage with a limit of One Million Dollars ($1,000,000).

8.5. Such other insurance in such amounts which from time to time may be reasonably required by the District, against other insurable risks relating to this Agreement. It should be expressly understood, however, that the coverage required under this Section shall not in any way limit the liability of the University.

8.6. All required insurance coverage shall be obtained from a carrier rated A or better by AM Best or a qualified program of self-insurance.

8.7. The University, upon the execution of this Agreement, shall furnish District with certificates evidencing compliance with these insurance requirements. Certificates shall further provide for thirty (30) days advance written notice to District of any cancellation of the above coverage.

8.8. University shall promptly notify District of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

9. INDEMNIFICATION

To the furthest extent permitted by law, University shall, at its sole expense, defend, indemnify, and hold harmless District, and its Board of Education, affiliates, directors, trustees, agents, officers, employees, volunteers, consultants and representatives (the "Indemnified Parties") from any and all demands, losses, liabilities, costs, expenses, charges, suits, actions, judgments, claims, liens, causes of action, damage or injury of any kind, nature and description in law or equity ("Claim"), to property or persons, including but not limited to, personal injury, death, property damages, and experts and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the negligence, recklessness, errors or omissions, or willful misconduct of University, its officers, officials, employees, Students, subcontractors, consultants, agents, or authorized representatives, or from any activity, services, or thing done, permitted or suffered by the University under or in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of District. District shall have the right to accept or reject any legal representation that University proposes to defend the Indemnified Parties.

10. TERMINATION

10.1. Without Cause by District. District may, upon thirty (30) days notice, terminate this Agreement without reason. Written notice by District shall be sufficient to stop further performance of services by University. Notice shall be deemed given when received by the University or no later than five (5) days after the day of mailing, whichever is sooner.

10.2. Without Cause by University. University may, upon thirty (30) days notice, terminate this Agreement without reason. Written notice by University shall be sufficient to stop further performance of services to District. Notice shall be deemed given when received by the University or no later than five (5) days after the day of mailing, whichever is sooner.

10.3. With Cause by either Party. Either Party may terminate this Agreement immediately upon giving of written notice of intention to terminate for cause. Cause shall include:

10.3.1. Material violation of this Agreement or of any applicable law, code, ordinance, or regulation by either Party; or

10.3.2. Any act by either Party exposing the other Party to liability to others for personal injury or property damage; or

10.3.3. Either Party is adjudged bankrupt, makes a general assignment for the

benefit of creditors or a receiver is appointed on account of insolvency.

Written notice by either Party shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to either Party.

11. RELATIONSHIP

In no event shall this Agreement be construed as establishing a partnership, joint venture, or similar relationship between the Parties hereto, and nothing herein contained shall be construed to authorize either Party to act as agent for the other. The District and the University shall be liable for their own debts, obligations, acts and omissions, including the payment of all required withholding, social security, and other taxes or benefits. No Student shall look to District for any salary, insurance, or other benefits.

12. CONFIDENTIALITY

The University and all University's agents, personnel, employee(s), and/or Students shall maintain the confidentiality of all information received in the course of performing under the terms of this Agreement. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

12.1.1. During the term of this Agreement, University may receive from District, or may receive or create on behalf of District, certain confidential information ("CI"). University represents that it has in place policies and procedures that will adequately safeguard any CI it receives or creates, and University specifically agrees, on behalf of itself, its subcontractors, agents and Students to safeguard and protect the confidentiality of CI consistent with applicable law.

12.1.2. The parties acknowledge that State and Federal laws relating to electronic data security and privacy are rapidly evolving and that amendment of this Agreement may be required to provide for procedures to ensure compliance with such developments. The parties hereby specifically agree to take such action as is necessary to implement applicable requirements and laws relating to the security or confidentiality of CI.

12.1.3. For purposes of this section, CI means any information, whether oral or recorded in any form or medium that:

12.1.3.1. relates to the past, present, or future physical or mental health or condition of an individual, the provision of health care to an individual, or the past, present or future payment for the provision of health care to an individual, and

12.1.3.2. identifies the individual or with respect to which there is a reasonable basis to believe the information can be used to identify the individual.

13. AMENDMENTS

13.1. This Agreement may otherwise be amended at any time by mutual agreement of the parties, provided that before any amendment shall take effect, it shall be reduced to writing and signed by the parties.

13.2. Amendments required by legislation, regulations, accreditation agencies or other legal authority, as determined by either Party, shall not require the consent of District or University and shall be effective upon receipt of notice of amendment by the Party to whom notice is directed. University will notify District of any pending amendment.

14. NON-ASSIGNMENT AND SUBCONTRACTING

Neither Party shall voluntarily or by operation of law, assign or otherwise transfer this Agreement without the other Party's prior written consent. Any purported assignment in violation of this paragraph shall be void.

15. INTEGRATION/ENTIRE AGREEMENT OF PARTIES

This Agreement shall constitute the entire understanding between the parties with respect to the subject matter hereof and supersedes any and all prior understandings and agreements, oral and written, relating hereto. This Agreement may be amended or modified only by a written instrument executed by both parties. This Agreement is not valid and services shall not be rendered until approved/ratified by the District's Governing Board.

16. CAPTIONS

Captions and headings in this Agreement are solely for convenience of the Parties, are not part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the parties.

17. COUNTERPARTS

This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

18. SEVERABILITY

If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

19. GOVERNING LAW

This Agreement shall be governed by and the rights, duties and obligations of the Parties. The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Los Angeles County, California.

20. NOTICES

Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service with proof of delivery, or facsimile transmission, addressed as follows:

TO DISTRICT:

Culver City Unified School District
4034 Irving Place
Culver City, CA 90232

TO UNIVERSITY:

Pepperdine University
Natural Science Department/NSCP-ISPP
24255 Pacific Coast Highway
Malibu, CA 90263

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

21. WAIVER

The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

22. AUTHORITY TO BIND PARTIES

Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any Agreements or undertakings.

23. ATTORNEY FEES/COSTS

Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

24. CALCULATIONS OF TIME

For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.

25. INCORPORATION OF RECITALS AND EXHIBITS

The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

26. SIGNATURE AUTHORITY

Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each party has been properly authorized and empowered to enter into this Agreement.

IN WITNESS THEREOF, the authorized representatives of the parties have made and executed this Agreement the day and year first written above.

Culver City School District

By: _____
Signature

Name: Michael C. Reynolds

Title: Asst Sup't

Date: 11/18/13

Pepperdine Individualized Supervised Practice Pathway (ISPP) Program

By: _____
Sunnie DeLano

Name: Sunnie DeLano

Title: Director, NSCP-ISPP Program
Pepperdine University

Date: 9-6-2013

Pepperdine Individualized Supervised Practice Pathway (ISPP) Program

By: Susan Helm
SDH

Name: Susan Helm

Title: Director, DPD Program,
Pepperdine University

Attachments: Exhibit "A" — Health Requirements for University Students
Exhibit "B" — Background Check Policy for University Students
Exhibit "C" — Criminal Background Investigation Certification
Exhibit "D" — Tuberculosis Clearance

Exhibit A

HEALTH REQUIREMENTS FOR UNIVERSITY STUDENTS
INITIAL REQUIREMENTS FOR UNDERGRADUATES

PART I: The following health requirements apply to all newly admitted undergraduate and transfer students to the Program:

[INSERT]

EXHIBIT B

BACKGROUND CHECK POLICY FOR UNIVERSITY STUDENTS

[INSERT]

EXHIBIT C

CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

University certifies that it has taken at least one of the following actions with respect to the Students under the Agreement (check all that apply):

☐ The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to University under this Agreement and University certifies its compliance with these provisions as follows:

☒ University certifies that the University has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all University's employees, Students, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the University, who may have contact with District pupils in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto; and/or

University's responsibility for background clearance extends to all of its Employees coming into contact with District pupils regardless of whether they are designated as Employees or acting as independent contractors of the University.

The undersigned does hereby certify that I am a representative of the University currently under contract with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this Certificate on behalf of University.

Date: 11/12/2013

Name of Consultant or Company: Pepperdine University

Representative's Name and Title: Sunnie DeLand, Pepperdine ESP program Director

Signature:

Services cannot be rendered until all documentation is submitted and final approval is received.

EXHIBIT D

TUBERCULOSIS CLEARANCE

The undersigned does hereby certify to the Governing Board of the Culver City Unified School District as follows:

I am a representative of the University currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this Certificate on behalf of University. University's responsibility for tuberculosis clearance extends to all of its Students in the Program ("Students"), employees, Students, subcontractors, and employees of subcontractors coming into contact with District pupils regardless of whether they are designated as employees, Students, or acting as independent contractors of the University.

☒ The University ensures that any person providing any portion of the Services has submitted to an examination within the past 60 days to determine that he or she is free of active tuberculosis, by a physician or surgeon. A complete and accurate list of University's employees, Students, and of all of its subcontractors' employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto; and/or

Date: 11/18/2013

Name of Consultant or Company: Pepperdine University

Representative's Name and Title: Sunnie DeLano, Director ISPP program

Signature: [signature]

BOARD REPORT

12.1 CCUSD "Snapshot"

District staff will share sample visual representations of CCUSD data points. Snapshots of demographic data, sample achievement points, enrollment/permit information and facility facts will be included.

12.2 Capital Needs Update and Next Steps

Our capital needs have been and are currently being extensively examined by many different people and from many different perspectives:

- Balfour Beatty, under the direction of Vice President Gil Fullen, began this process by conducting an in-depth needs assessment which visited each one of our school facilities and documented the actual conditions of the sites in terms of what specific improvements needed to be made to the existing buildings and grounds in order to extend their useful life and provide adequate housing for our academic programs.

- Three different sub-committees have met, at the direction of the Board, to investigate possible funding sources for these needs, to assist in developing a master plan to address these needs, and to identify ways to provide our community with the opportunity to participate in the overall process.

- A public opinion poll has been conducted which indicated that there was support in the community for the passage of a Prop 39 General Obligation Bond to address these needs. Additional input from the community will be sought by having a second poll take place that will provide answers to additional questions that have been raised in regard to the feasibility of such a ballot measure.

Additional information on all of these efforts will be presented by Mr. Mike Reynolds, Assistant Superintendent of Business Services.

12.3 Report on Extra Duty Assignments

Staff often performs important functions for our students which are outside of the scope of their primary assignments, and often requires specific abilities or knowledge in order to accomplish the goals of the associated programs. Due to the task-specific nature of these duties, a large portion of the extra duty assignments must be allocated to a large and diverse group of employees, rather than to just a few persons.

In addition, the extra duty assignments sometimes involve large groups of staff members participating together in specific events at the same time, which once again, involve the allocation of extra duty assignments to more than just a few persons.

We are gathering data on the scope of our extra duty assignments in order to provide the Board with a comprehensive analysis of those assignments. Additional information will be presented by Mr. Mike Reynolds, Assistant Superintendent of Business Services.

14.3a Authorization for Superintendent to Sign the Agreement between Culver City Unified School District and CWE

As part of our ongoing commitment to the installation and maintenance of an environmentally responsive athletic facility, we have received the attached proposal from CWE to provide monitoring services to determine if the rubber pellets from our athletic field migrate into the Ballona Creek via the nearby storm drain system during rain events.

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District authorize the Superintendent to sign an agreement with CWE.

Moved by: **Seconded by:**

Vote:

CWE
1561 E. ORANGETHORPE AVENUE
SUITE 240
FULLERTON, CA 92831-5202
(714) 526-7500 PHONE
(714) 526-7004 FAX
www.cwecorp.com

October 11, 2013

Mr. Mike Reynolds
Assistant Superintendent Business Services
Culver City Unified School District, Administrative Offices
4034 Irving Place
Culver City, CA 90232-2848

Proposal to Monitor for Rubber Crumbles in Culver City High School Runoff

Dear Mr. Reynolds,

CWE is pleased to submit this proposal to provide professional water quality assessment services related to discharges from the Culver City High School Synthetic Athletic Field.

Project Understanding and Scope of Services

We understand that the District has been asked to assess whether crumbled rubber from the new Culver City High School Synthetic Athletic Field might be conveyed in storm or urban runoff and reach the adjacent Ballona Creek Reach 1. This water body, and the downstream estuary and Santa Monica Bay, are currently listed by the State Water Resources Control Board (SWRCB) as having Beneficial Use impairments due to several pollutants, some of which are understood to bind to fine organic particulates similar to crumbled rubber. Crumbled rubber is not a typical pollutant category and there are no widely accepted standard methods to quantify its concentration in runoff. Furthermore, runoff is rarely uniform in pollution characteristics and we anticipate that higher concentration "first flush" and peak flow effects might be observed at this project site. Our analysis will focus on surrogate analyses such as Total Suspended Solids (TSS) and Settleable Solids (SS), which provide quantitative results, but includes sediments and debris, not easily distinguished from rubber, which will result in semi-quantitative results. We propose to prepare a Monitoring Plan, collect water quality samples for analysis, and conclude the study with a letter report summarizing our observations, results, and if warranted suggesting potential future actions to reduce the release of crumbled rubber, to Ballona Creek, from Culver City High School.

Task 1 – Draft, Submit, and Finalize the Monitoring Plan

Following issuance of a Notice to Proceed (NTP), CWE will develop a Monitoring Plan (MP) that outlines: Project Objectives, Monitoring Approach, Sampling Design, Analysis Assessment Plan, QA/QC Procedures, and Reporting. The draft MP will be provided to the District for review and comment. Edits to the MP will be incorporated and the revised final MP will be submitted to District and followed during implementation of subsequent tasks. This task will be completed within two weeks of contract execution and receipt of the NTP. This scope does not include preparation of a Quality Assurance Project Plan as the proposed monitoring is atypical, will not be used is standard setting or compliance assessment, and does not require review or approval by any regulatory or granting agencies.

Based on the anticipated effort, the estimated fee for this task is $4,330.

Task 2 – Implement the Monitoring Program

We propose to collect samples from five (5) events, at least three (3) of which would be associated with significant storm events, while the remaining two (2) may be associated with storms, or with other events such as irrigation or recreational activities, as requested by the District. During each event, we would collect representative early and late (storm) event grab samples from three (3) locations:

1) At the transition from the trench drain to the outlet, above the Trash Guard and filter;
2) In the outlet below the trash guard and filter; and
3) At the confluence catch basin adjacent to Ballona Creek and border fence.

The five events, three locations and two periods during each event, results in thirty sample sets that would be sent to Associated Laboratories for analysis. We understand there to be four trench drain outlets in the semicircular trench drain systems adjacent to the track. In addition, five sediment samples would be taken from the northeast Harter Street gutter, prior to the five events, adjacent to the ticket building office to gravimetrically quantify the presence of sediments, including crumbled rubber, which might be washed into the Municipal Separate Storm Sewer System during an event. Finally, near the conclusion of each storm event, the trench drain trash guard filter would be removed, the trapped materials dried, gravimetrically weighed to estimate how much rubber and other sediments are trapped by the current BMPs. Gravimetric assessments would include a visual assessment of rubber presence and fraction among the total trapped sediment load. Our assumptions include unhindered access to the sampling sites, since the timing of storm events is unpredictable and often occurs during non business hours. We have also assumed that the School District will provide CWE with sufficient Trash Guard filter and media to replace the existing ones that shall be used during the sampling events.

Based on the anticipated effort, the estimated fee for this task is $5,966.

Task 3 – Prepare Letter Report of findings

Following analysis of the fifth sampling event, the preliminary results will be analyzed and summarized, then discussed in relations to a draft report outlined during a conference call with District staff. Based on the outcome, a draft letter report would be prepared summarizing the study methods, the analytical results, BMP removal estimates, and conceptual future actions or structural BMPs identified that could be taken to reduce the discharge of crumbled rubber, and other pollutants to Ballona Creek.

Based on the anticipated effort, the estimated fee for this task is $4,028.

Project Fee

Our understanding is that CWE will not provide any permitting or civil design services. Based on the anticipated effort, CWE's estimated not-to-exceed fee to complete Tasks 1, 2 and 3 is $14,324.

We appreciate the opportunity to provide the Culver City Unified School District with this proposal. If any questions arise, please contact me at (714) 526-7500 Ext. 207 or ggreene@cwecorp.com.

Respectfully submitted,
CWE

Gerald Greene, DEnv, PE, QEP, QSD/P
Project Manager/Director, Stormwater