

BOARD MEETING NOTICE AND AGENDA

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

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

November 13, 2012

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

Karlo Silbiger, President
Katherine Paspalis, Esq. Vice President
Patricia Siever, Professor, Clerk
Laura Chardiet, Member
Nancy Goldberg, 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 of Business Services; and 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 Public Appointment/Employment (Pursuant to GC §54947)
Certificated Personnel Services Report No. 7
Classified Personnel Services Report No. 7

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 7:00 p.m.**

5.1 Roll Call – Board of Trustees
Karlo Silbiger, President
Katherine Paspalis, Esq., Vice President
Patricia Siever, Professor, Clerk
Laura Chardiet, Member
Nancy Goldberg, Member

5.2 Flag Salute

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

7. **PUBLIC HEARING**

7.1 Innovatory School for Professional Youth Charter School (ISPY)

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 – October 23, 2012
- 9.2 Approval is Recommended for Purchase Orders
- 9.3 Approval is Recommended for Acceptance of Gifts - Donations
- 9.4 Approval is Recommended for the Certificated Personnel Reports No. 7
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 7
- 9.6 Approval is Recommended for the CCHS Sojourn to the Past Field Trip through Southern States, March 28 – April 6, 2013

- 9.7 Approval is Recommended for the Culver City Middle School Cheerleading Team to Attend the Jamz Cheerleading National Competition in Las Vegas, Nevada, February 8, 2013
- 9.8 Ratification of Medi-Cal LEA Billing Option Services Agreement between the Culver City Unified School District and CSBA's Practi-Cal
- 9.9 Approval is Recommended for the Single Plans for Student Achievement for Culver City High, Culver Park High School, Culver City Middle School, El Marino Elementary School, El Rincon Elementary School, Farragut Elementary School, LaBallona Elementary School, and Linwood E. Howe Elementary School
- 9.10 Approval is Recommended for the Disposal of Surplus Equipment
- 9.11 Acceptance of the Enrollment Report
- 9.12 Acceptance of Compensation Report for Board of Education

10. AWARDS, RECOGNITIONS AND PRESENTATIONS

- 10.1 American Citizenship Awards

11. PUBLIC RECOGNITION

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

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

12. INFORMATION ITEMS

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

- 12.1 2012-2013 Budget Status Report for Culver City USD
- 12.2 Culver Park Update
- 12.3 Update on CCUSD Immersion Programs

13. RECESS (10 Minutes)

14. **ACTION ITEMS**

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

14.1 **Superintendent's Items**

14.1a Second Reading and Adoption of Board Bylaw 9121, President

Motion by _____ Seconded by _____ Vote _____

14.2 **Education Services Items - None**

14.3 **Business Items**

14.3a Approval is Recommended to Reissue Stale-Dated Payroll Warrants

Motion by _____ Seconded by _____ Vote _____

14.3b Authorization for Staff to Enter Into Contract Negotiations with Selected Robert Frost Auditorium Feasibility Study Firm

Motion by _____ Seconded by _____ Vote _____

14.4 **Personnel Items**

14.4a Approval is Recommended for the Clinical Practicum Agreement Between the Culver City Unified School District and California State University Northridge

Motion by _____ Seconded by _____ Vote _____

15. **BOARD BUSINESS - None**

16. **ADJOURNMENT**

Motion by _____ Seconded by _____ Vote _____

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

FUTURE MEETINGS

November 27 – 6:00 p.m. – Special Board Meeting, District Office, 4034 Irving Place

December 11 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

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

7.1 Petition from Innovatory School for Professional Youth Charter School

The Board will hold a public hearing on the provisions of the charter, to consider the level of support for the petition by District teachers, employees and parents.

Education Code 47605(b) sets forth the process for consideration of a petition to establish a charter school and provides that within 30 days of the governing board's receipt of a charter petition, the board must hold a public hearing on the provisions of the charter proposal, at which time the governing board of the district shall consider the level of support for the petition by the teachers employed by the district, other employees of the district, and parents. The Board formally accepted the petition at the Board Meeting on October 23, 2012.

The statute further provides that the governing board must make a determination whether to grant or deny the charter petition within 60 days of its receipt of the petition.

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

Meeting:	<u>Regular Meeting</u>	Date:	<u>October 23, 2012</u>
Place:	<u>District Administration Office</u> <u>4034 Irving Place</u> <u>Culver City 90232</u>	Time:	<u>6:00 p.m. – Public Meeting</u> <u>6:01 p.m. – Closed Session</u> <u>7:00 p.m. – Public Meeting</u>

Board Members Present

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

Staff Members Present

David LaRose, Superintendent
Eileen Carroll
Leslie Lockhart

Call to Order

Board President Mr. Silbiger 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 7:02 p.m. with all Board members in attendance. Mike Reynolds led the Pledge of Allegiance.

Report from Closed Session

Mr. Silbiger 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 Williams Textbook Sufficiency

Mr. Silbiger opened the Public Hearing at 7:04 p.m. There being no comments from the audience Mr. Silbiger closed the Public Hearing at 7:04 p.m.

7.2 California Department of Education General Waiver Request for Culver Park High School Site Council Reduced Number and Composition

Mr. Silbiger opened the Public Hearing at 7:05 p.m. There being no comments from the audience, Mr. Silbiger closed the Public Hearing at 7:05 p.m.

8. Adoption of Agenda

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board adopt the October 23, 2012 agenda as presented. The motion was unanimously approved.

9. Consent Agenda

Mr. Silbiger called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. Jerry Chabola requested that 9.3 be withdrawn. Ms. Paspalis requested that item 9.2 be withdrawn. Mr. Silbiger requested that item 9.1 be withdrawn. It was moved by Ms. Siever and seconded by Ms. Goldberg to approve Consent Agenda Items 9.4 – 9.6 as presented. The motion was unanimously approved.

9.4 Certificated Personnel Reports No. 6

9.5 Classified Personnel Reports No. 6

9.6 CCHS Girls' Basketball Team to Participate in the Varsity Tournament in Phoenix, Arizona, December 19-22, 2012

9.1 Approval is Recommended for the Minutes of Regular Meeting – October 9, 2012

Mr. Silbiger requested that this item be withdrawn for clarification. He stated that at the last meeting he had announced that an item had to be discussed in Closed Session that was not on the posted agenda. He would like the Minutes to reflect his statement.

9.2 Approval is Recommended for Purchase Orders and Warrants

Ms. Paspalis requested that this item be withdrawn to inquire about Purchase Order 59990. Mr. LaRose explained that the amount this Purchase Order is for a block grant that CCUSD splits with another District. Therefore it is for their portion of the grant. Ms. Siever inquired about Purchase Order 59940. Mr. LaRose stated that he will confirm what the payment was for as he did not have the specific information readily available.

9.3 Approval is Recommended for Acceptance of Gifts – Donations

Jerry Chabola wanted to provide clarification on a donation. His name is listed on the Board Report as giving a donation of 2 cases of copy paper to El Rincon. He stated that he was delivering the items to the schools but that the actual donations came from the Culver City Rotary Club. He also clarified that the donations consisted of 15 cases of copy paper disbursed as follows: 2 cases to each elementary school; 2 cases to the Office of Child Development; and 1 case each to the high school, middle school, and Culver Park High.

It was moved by Ms. Chardiet and seconded by Ms. Goldberg to approve items 9.1 and 9.2 as presented and 9.3 as amended. The motion was unanimously approved.

10. Awards, Recognitions and Presentations**10.1 Rotary Club of Culver City Presentation**

Leslie Adler and Marci Shulman thanked the Culver City Rotary Club for their numerous donations to the school District. Janet Chabola of the Culver City Rotary made a brief speech about the great relationship between the District and the Culver City Rotary and stated that the Rotarians enjoy helping the District as much as they can.

10.2 Student Assessment Results Presentation

Eileen Carroll, Assistant Superintendent of Educational Services, presented the 2012 Accountability Report information to the Board. She apologized for the delay in getting the results to the Board and explained that there were security issues with the tests so the results were held. Now the embargo is over and the results were released to the District. Ms. Carroll reported that the District has exceeded the API target of 800. While our schools continue to show improvement we still have the challenge of not meeting the AYP targets for our significant subgroups. Ms. Siever stated that she thinks the scores are fantastic! Her only concern is El Rincon and La Ballona. She would like to know why the scores are so much lower than El Marino and Farragut. Ms. Siever would like to know what El Marino and Farragut are doing that could be applied over at the other schools. Ms. Carroll stated that she thinks the schools are on the right track. She stated that the other three schools (Linwood Howe, La Ballona, and El Rincon) are Title I schools and they higher population of socio-economic disadvantaged students. Ms. Chardiet asked if it was possible to compare our schools' test scores to other schools that are similar in size to see if they are comparable. Ms. Paspalis stated that she was more concerned about having well-rounded students. Even though the test scores are impressive it's important that we address all students including those that are socio-economically disadvantaged. Mr. Silbiger agreed and stated that it is a testament to the District that we do not just teach to the test. He feels the District is closing the achievement gap. Mr. Silbiger also asked about the graduation rate. Ms. Carroll shared the graduation rates with the Board. We are meeting our graduation targets overall but we are not meeting the graduation rates for our significant subgroups

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

Mr. LaRose commended Ms. Carroll on her leadership in what is being provided to all of our students and providing the teachers with core curriculum. He reported that he did a walk-thru at the high school for Sun Power and they have reviewed the next steps. He did a site visit at Culver Park and Principal Montes did a great job. Mr. LaRose stated that they met with the ACLU and they were impressed with the work being done at Culver Park. He stated that he did a walk-thru at the high school with Mr. Korgan and Mr. Mohindra to take a look at the issues that were being brought up, and they will continue to come up with a plan regarding the water fountains. Mr. LaRose acknowledged another great partnership which is Young Storytellers and their program. He spoke of the event he went to where they mentor our students. Mr. LaRose is looking forward to the training that he will be attending with Mrs. Lockhart and the union representative regarding collaboration.

11.2 Assistant Superintendents' Reports

Mrs. Lockhart introduced Mr. Mike Reynolds as the new Assistant Superintendent of Business Services pending contract approval by the Board later in the evening. She read a brief bio and Mr. Reynolds then Mrs. Lockhart for her kind words. He stated that he is looking forward to working with the District. The Board welcomed him to the District.

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

There is no Culver City Middle School Student Representative at this time.

Culver Park Student Representative

Eric Ibarra, Culver Park High School Student Representative, reported on activities at Culver Park High School, including the School Logo Contest which student Jeremy Shaw won. He also reported on the Student Council meeting, and that the date was announced for completing extra work. Mr. Ibarra informed the Board about the HeArt Project, and a new program called Writing in the Schools which is to promote creative writing.

Culver City High School Student Representative/Student Board Member

Martin Beer, attended the meeting on behalf of Lena Kettering, Student Board Member. He reported on activities at Culver City High School, including the success of Homecoming Week and the half-time show; Red Ribbon week activities; and the rise in school spirit at the high school. He informed the Board of some of the students' concerns which included the price of school lunches going up; the safety of the drinking water at school; and the lockers are getting to be unsanitary.

11.4 Members of the Audience

Members of the audience spoke about:

- Jordan Bentley, a student at the high school, spoke about a t-shirt business named Hypeland Clothing that he started at 13 years of age. He was promoting his shirts and the donations he would be making from sales in honor of Breast Cancer Awareness Month.
- Maria Cruz requested that the Board reconsider a permit for her daughter Sophia Rose, who has autism, to continue attending Culver City High School with her other daughter who is a senior. Her daughter who is a senior has had her permit granted. Sophia Rose was denied.
- George Laase inquired as to when the large concrete sign for Culver Park was going to be moved to the new site.
- Keith McCowen thanked the District for doing such a great job. He stated that he is the candidate for State Assembly and urged everyone to get out and vote. He would be interested to see how he could work with and help and our District.

11.5 Members of the Board

Board Members spoke about:

- Ms. Goldberg stated that she is on the fence with standardized testing but she has to commend Ms. Carroll for her leadership. She spoke about how she went to Ms. Franco's class at El Rincon Elementary School and was very impressed by the students and the lesson. It made her think about how we need to continually educate ourselves. Ms. Goldberg had a great time visiting the elementary schools. She also spoke about her attendance at the El Marino and Farragut Green 5 assemblies.
- Ms. Chardiet thanked the Education Foundation for a great event. She stated she was shocked that we have an organization donate something as basic as paper. She urged everyone get out and vote for Propositions 30 and 38. Otherwise it will be a very serious blow to the District.
- Ms. Siever stated that she really liked the atmosphere at Culver Park and she wanted the students, staff, and parents of Culver Park to know that the Board is in their corner. She reported on the Sister City Committee dinner and said that it was wonderful. Ms. Siever is a member and thinks that the Committee does a wonderful job. Ms. Siever announced that Reverend Mervyn Malcolm Dymally passed away and she attended his funeral of which Governor Brown was also in attendance. She

stated she was curious to know how the District is treating the homeless student population in the District and requested a report with the information.

- Ms. Paspalis reported on her attendance at the Office of Child Development Back to School Night which was fun. She also attended the CCEF Sip for Schools fundraising event and the Measure Y event. She stated that Farragut's Fall Festival was great. Ms. Paspalis reiterated that the Board passed Resolutions for Measure Y and Propositions 30 and 38. She agrees with Ms. Chardiet that the people need to take these Propositions seriously.
- Mr. Silbiger thanked CCEF for a great event on Saturday. It really showed what a great partnership the District has with many businesses. He also attended the Culver City Sister City Committee event and stated that the Mayor of Japan was in Culver City and "blown away" by the rigor at El Marino. He reported that the Mayor's visit may lead to another great partnership because the Mayor was interested in possible starting an English immersion curriculum in Japan. Mr. Silbiger stated that he and the Superintendent will be meeting with Alan Elmont, Chair of CBAC to discuss CBAC. Mr. Silbiger suggested if any Board members have any questions regarding the committee to forward them him prior to the meeting.

12. Information Items

12.1 First Reading of Revised Board Bylaw 9121, President

Mr. Silbiger suggested reviewing the Bylaw in sections. Ms. Siever referenced Robert's Rules of Order and felt there were some items that needed to be discussed. She stated that as Chair one does not usually make motions. She provided examples of other entities that follow Robert's Rules of Order, and spoke about how historically the Board would come to a consensus to request an item go on the agenda. She provided her suggestions for changes. Ms. Paspalis did not feel that any changes needed to be made on whether the President can move or second a vote. Ms. Chardiet was not clear on Ms. Siever's request and stated that she would like to see "what it looks like." Ms. Goldberg thought that it would just be a facilitating process and would make it clear on the role. Ms. Goldberg referenced a meeting where Ms. Paspalis as Vice President made the agenda with the Superintendent and then made a motion while sitting as the acting Chair. Further discussion ensued. The item will be brought back for further review and approval.

13. Recess

The Board recessed at 8:40 p.m. and reconvened at 8:50 p.m.

14. Action Items

14.1 Superintendent's Items

14.1a Receipt of Charter Petition from Innovatory School for Professional Youth

It was moved by Ms. Goldberg and seconded by Ms. Siever that the Board approve Receipt of the Petition from Innovatory School for Professional Youth as Presented. The motion was unanimously approved.

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

Ms. Paspalis stated that the period indicated does not reflect the full three years. Ms. Lockhart stated that she would make the adjustment. It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve the Employment Agreement for the Position of Assistant Superintendent of Business Services as amended. The motion was unanimously approved.

14.2 Education Services Items

14.2a Approval is Recommended for Resolution #8 Regarding Sufficiency of Instructional Materials

It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve the Resolution #8 Sufficiency of Instructional Materials as presented. The motion was unanimously approved.

14.2b Approval is Recommended for the Certification for Instructional Materials Funding Realignment Program (IMFRP)

It was moved by Ms. Chardiet and seconded by Ms. Paspalis that the Board approve the Certification for Instructional Materials Funding Realignment Program (IMFRP) as presented. The motion was unanimously approved.

14.2c Approval is Recommended for Instructional Materials Funding Realignment Program (IMFRP) Certification of Provision of Standards-Aligned Instructional Materials

It was moved by Ms. Siever and seconded by Ms. Goldberg that the Board approve Instructional Materials Funding Realignment Program (IMFRP) Certification of Provision of Standards-Aligned Instructional Materials as presented. The motion was unanimously approved.

14.2d Approval is Recommended for the California Department of Education General Waiver Request for Culver Park High School Site Council Reduced Number and Composition

It was moved by Ms. Chardiet and seconded by Ms. Paspalis that the Board approve the California Department of Education General Waiver Request for Culver Park High School Site Council Reduced Number and Composition as presented. The motion was unanimously approved.

14.2e Approval is Recommended for New Course at Culver City High School: Link Crew Leadership

It was moved by Ms. Paspalis and seconded by Ms. Chardiet that the Board approve the New Course at Culver City High School: Link Crew Leadership as presented. The motion was unanimously approved.

14.2f Approval is Recommended for Textbook Adoption for Culver City High School ROP Robotics

It was moved by Ms. Paspalis and seconded by Ms. Chardiet that the Board approve the Textbook Adoption for Culver City High School ROP Robotics as presented. The motion was unanimously approved.

14.3 Business Services Items

14.3a Approval is Recommended for the Certification of Signatures for Warrants, Orders for Salary Payment, Notices of Employment and Related Documents

It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve the Certification of Signatures for Warrants, Orders for Salary Payment, Notices of Employment and Related Documents as presented. The motion was unanimously approved.

14.4 Personnel Items

14.4a Second Reading and Approval of Revised Board Policy 4119.41, Employees with Infectious Disease

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve Revised Board Policy 4119.41, Employees with Infectious Disease as presented. The motion was unanimously approved.

15. Board Business - None

Adjournment

There being no further business, it was moved by Ms. Siever, seconded by Ms. Goldberg and unanimously approved to adjourn the meeting. Leslie Lockhart announced that the District's I.T. Director Robert Quinn, Jr. recently lost his father and asked to also adjourn the meeting in memory of Robert Quinn, Sr. Ms. Siever read a poem from Holy Cross Mortuary that was In Memory of Mervyn M. Dymally. Board President Mr. Silbiger adjourned the meeting at 9:15 p.m. in memory of Reverend Dymally and Robert Quinn, Sr.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

BOARD REPORT

11/13/12

9.2

9.2 PURCHASE ORDERS

The attached purchase order list is 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 October 14, 2012 through November 3, 2012 is \$609,495.69.

BUDGET NUMBER LEGEND FOR FUNDS

01.0 general fund
01.7 tri-city selpa
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 October 14, 2012, through November 3, 2012 in the amount of \$609,495.69 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

Board List Purchase Order Report
CULVER CITY UNIFIED SD

Report ID: LAPO009C
 District: 64444

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

10/14/2012 To 11/3/2012

Page No. 1
 Run Date: 11/03/2012
 Run Time: 02:35:27AM
 FY: 12-13
WEEKLY

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib
10/17/12	59211	A		10/17/2012	SHRED-IT USA - LOS ANGELES	CONTRACTED SERVICES 10/17/2012	59211	01.0	00000.0	00000	73000	5810	0005030	12-13	2,500.00
									SHRED-IT USA - LOS ANGELES						2,500.00
10/30/12	59354M	A		10/30/2012	GEARY PACIFIC SUPPLY	MAINTENANCE SUPP/EQUIP 10/30/2012	59354M	01.0	81500.0	00000	81100	4400	0005040	12-13	2,962.70
									GEARY PACIFIC SUPPLY						2,962.70
10/30/12	59378M	A		10/30/2012	PIONEER CHEMICAL COMPANY	MAINTENANCE SUPP/EQUIP 10/30/2012	59378M	01.0	81500.0	00000	81100	4380	0005040	12-13	218.86
									PIONEER CHEMICAL COMPANY						218.86
10/23/12	59381M	A		10/23/2012	COX PAINT CENTER	MAINTENANCE SUPP/EQUIP 10/23/2012	59381M	01.0	81500.0	00000	81100	4380	0005040	12-13	637.92
									COX PAINT CENTER						637.92
10/16/12	59382M	A		10/16/2012	TOM LITTLE	CONTRACTED SERVICES 10/16/2012	59382M	01.0	81500.0	00000	81100	5810	0005040	12-13	3,000.00
									TOM LITTLE						3,000.00
10/22/12	59383M	A		10/22/2012	MALIBU PACIFIC TENNIS COURTS	REPAIRS - OTHER 10/22/2012	59383M	01.0	81500.0	00000	81100	5630	0005040	12-13	12,525.00
									MALIBU PACIFIC TENNIS COURTS						12,525.00
10/22/12	59384M	A		10/22/2012	SERENGETI ENTERPRISES, INC.	REPAIRS - OTHER 10/22/2012	59384M	01.0	81500.0	00000	81100	5630	0005040	12-13	11,700.00
									SERENGETI ENTERPRISES, INC.						11,700.00
10/30/12	59385M	A		10/30/2012	COX PAINT CENTER	MAINTENANCE SUPP/EQUIP 10/30/2012	59385M	01.0	00000.0	16001	27000	4380	4010000	12-13	793.24
									Culver City High School COX PAINT CENTER						793.24
10/23/12	59386M	A		10/23/2012	COX PAINT CENTER	MAINTENANCE SUPP/EQUIP 10/23/2012	59386M	01.0	81500.0	00000	81100	4380	0005040	12-13	2,000.00
									COX PAINT CENTER						2,000.00

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

* Prior Year Payments

Board List Purchase Order Report
CULVER CITY UNIFIED SD

Page No. **2**
Run Date: **11/03/2012**
Run Time: **02:35:27AM**
FY: **12-13**
WEEKLY

Report ID: **LAPO09C**
District: **64444**
Purchase Orders/Buyouts To The Board for Ratification From : **10/14/2012 To 11/3/2012**
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Amount	PO Amt
10/30/12	59387M	A		10/30/2012	C. JUAREZ, INC.	REPAIRS - OTHER 10/30/2012	59387M	01.0	81500.0	00000	81100	5630	0005040	12-13	250.00	250.00
					C. JUAREZ, INC.											
10/16/12	59833	A		10/26/2012	REDWOOD PRESS	OFFICE SUPPLIES	Culver Park High School	01.0	00000.0	32000	10000	4350	5010000	12-13	21.42	21.42
							Culver City High School	01.0	65200.0	57700	21000	4350	4010000	12-13	21.42	21.42
							Pupil Services	01.0	00000.0	00000	31400	4350	0004020	12-13	42.85	42.85
							Culver City High School	01.0	00000.0	00000	27000	4350	4010000	12-13	107.13	107.13
							Culver City Middle School	01.0	00000.0	00000	27000	4350	3010001	12-13	21.42	21.42
10/16/2012					REDWOOD PRESS		59833								214.24	214.24
10/16/12	59910	A		10/16/2012	REDWOOD PRESS	FORMS	Purchasing	01.0	00000.0	00000	73000	4350	0005030	12-13	1,300.65	1,300.65
10/16/2012					REDWOOD PRESS		59910								1,300.65	1,300.65
10/16/12	59963	A		10/16/2012	CDW-G	COMPUTER SUPP/EQUIP	Special Education	01.0	33100.0	57300	11100	4400	0004040	12-13	438.88	438.88
10/16/2012					CDW-G		59963								438.88	438.88
10/16/12	59976	A		10/16/2012	MERIDIAN STUDENT PLANNERS	INSTRUCTIONAL SUPPLIES	Culver Park High School	01.0	00000.0	32000	10000	4310	5010000	12-13	294.31	294.31
10/16/2012					MERIDIAN STUDENT PLANNERS		59976								294.31	294.31
10/22/12	59980	A		10/22/2012	HENRY SCHEIN, INC.	NURSING SUPP/EQUIP	Human Resources	01.0	00000.0	00000	74000	5860	0003000	12-13	377.41	377.41
10/22/2012					HENRY SCHEIN, INC.		59980								377.41	377.41
10/16/12	59995	C		10/16/2012	NEW MANAGEMENT, INC.	CONTRACTED SERVICES	Educational Services	01.0	07392.0	11100	10000	5810	0004000	12-13	1,494.30	1,494.30
10/16/2012					NEW MANAGEMENT, INC.		59995								1,494.30	1,494.30
10/16/12	59996	A	1	11/01/2012	REDWOOD PRESS	OFFICE SUPPLIES	Undistributed Seipa Business Services	01.7	65000.0	50010	22000	4350	0000000	12-13	274.05	274.05
								01.0	00000.0	00000	73000	4350	0005000	12-13	30.45	30.45

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District: **64444**

Purchase Orders/Buyouts To The Board for Ratification From : **10/14/2012 To 11/3/2012**
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Change	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt
10/16/12	59997	C		10/16/2012	DAVID GREY		CONTRACT SERVICES RENDERED	Special Education	01.0	33100.0	57500	39000	5890	0004040	12-13		6,500.00	
10/16/2012					DAVID GREY			59997									6,500.00	
10/16/12	59998	A		10/16/2012	WESTSIDE PRINT CENTER		OFFICE SUPPLIES	Linwood Howe	01.0	00000.0	00000	27000	4350	2020001	12-13		81.57	
10/16/2012					WESTSIDE PRINT CENTER			59998									81.57	
10/16/12	59999	A		10/16/2012	TROXELL COMMUNICATIONS		COMPUTER SUPP/EQUIP	Farragut Elementary	01.0	00000.0	16006	10000	4410	2050000	12-13		586.16	
10/16/2012					TROXELL COMMUNICATIONS			59999									586.16	
10/19/12	60000	C		10/19/2012	KAPLAN EARLY LEARNING		CONTRACTED SERVICES	Office of Child Development	12.0	90284.0	85000	10000	5810	0000002	12-13		2,900.00	
10/19/2012					KAPLAN EARLY LEARNING			60000									2,900.00	
10/19/12	60001	A		10/19/2012	ACI COMMUNICATIONS,		REPAIRS - OTHER	Culver Park High School	25.0	00000.0	00000	85000	5630	5010000	12-13		2,313.96	
10/19/2012					ACI COMMUNICATIONS, INC.			60001									2,313.96	
10/30/12	60002	A		10/30/2012	AMAZON.COM		INSTRUCTIONAL SUPPLIES	EI Marino Language	01.0	91400.0	11100	10000	4310	2030000	12-13		43.21	
10/30/2012					AMAZON.COM			60002									43.21	
10/22/12	60003	C		10/22/2012	CRAIG & SUSAN HOOVER		CONTRACTED SERVICES	Special Education	01.0	33100.0	57500	39000	5890	0004040	12-13		10,795.00	
10/22/2012					CRAIG & SUSAN HOOVER			60003									10,795.00	
10/19/12	60004	A		10/19/2012	LACOE		CONTRACT SERVICES RENDERED	Special Education	01.0	65000.0	57520	11100	5880	0004040	12-13		33,716.00	
10/19/2012					LACOE			60004									33,716.00	
10/22/12	60005	A		10/22/2012	AKT INC.		COMPUTER SUPP/EQUIP	Special Education	01.0	33100.0	50010	27000	4410	0004040	12-13		364.18	
10/22/2012					AKT INC.												364.18	

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* Prior Year Payments

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CULVER CITY UNIFIED SD

Report ID: LAPO009C
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10/22/2012					AKT INC.		60005								364.18	
10/19/12	60006	A		10/19/2012	LACOE	CONTRACT SERVICES RENDERED	Special Education 60006	01.0	65000.0	57520	11100	5880	0004040	12-13	50,644.00	
10/19/2012					LACOE		60006								50,644.00	
10/19/12	60007	C		10/19/2012	PATTY PRATT	CONTRACT SERVICES RENDERED	Special Education 60007	01.0	33100.0	57500	39000	5890	0004040	12-13	1,106.14	
10/19/2012					PATTY PRATT		60007								1,106.14	
10/19/12	60008	A		10/19/2012	THE OFFICE CONNECTION	INSTRUCTIONAL SUPPLIES	Culver City Middle School 60008	01.0	30100.0	11100	10000	4310	3010000	12-13	3,730.60	
10/19/2012					THE OFFICE CONNECTION		60008								3,730.60	
10/22/12	60009	A		10/22/2012	HILLYARD	JANITORIAL SUPP/EQUIP	Farragut 60009	01.0	00000.0	00000	81000	4370	2050001	12-13	967.78	
10/22/2012					HILLYARD		60009								967.78	
10/22/12	60010	C		10/22/2012	CBS ADVERTISING DISTRIBUTORS, LLC	ADVERTISING	Undistributed Supt 60010	01.0	90146.0	00000	00000	5830	0000000	12-13	855.00	
10/22/2012					CBS ADVERTISING DISTRIBUTORS, LLC		60010								855.00	
10/25/12	60011	A	2	11/01/2012	CDW-G	COMPUTER SUPP/EQUIP	Psych-Soc Work Special Ed 60011	01.0	56400.0	00000	39000	4410	0004023	12-13	5,763.50	
10/25/2012					CDW-G		60011								5,763.50	
10/25/12	60012	A		10/25/2012	MAYER-JOHNSON LLC	INSTRUCTIONAL SUPPLIES	Special Education 60012	01.0	33100.0	57300	11100	4310	0004040	12-13	379.95	
10/25/2012					MAYER-JOHNSON LLC		60012								379.95	
10/23/12	60013	A		10/23/2012	VIRCO MFG CORP	FURNITURE, SCHOOL TRAVEL	Office of Child Development 60013	12.0	90284.0	85000	10000	4400	0000002	12-13	211.19	
10/23/2012					VIRCO MFG CORP		60013								211.19	
10/23/12	60014	C		10/23/2012	LA STARS, DEPARTMENT OF	CONFERENCE AND TRAVEL	Culver City High School	01.0	07395.0	11100	10000	5220	4010000	12-13	695.00	
10/23/2012					LA STARS, DEPARTMENT OF										695.00	

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District: 64444
Purchase Orders/Buyouts To The Board for Ratification From :
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PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Amount	PO Amt
							60014	LA STARS, DEPARTMENT OF EDUCATION							695.00	
10/22/12	60015	A		10/22/2012	CALIFORNIA TELEPHONY, INC.	REPAIRS - OTHER	Culver Park High School 60015	25.0	00000.0	00000	85000	5630	5010000	12-13	963.08	963.08
10/25/12	60016	A		10/25/2012	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES	Summer School 60016	01.0	00000.0	00000	21000	4310	0000982	12-13	191.50	191.50
10/23/12	60017	A		10/23/2012	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP	Technology 60017	01.0	00000.0	00000	77000	4410	0005020	12-13	1,333.66	1,333.66
10/25/12	60018	A		10/25/2012	PEARSON ASSESSMENT	TEST/TEST MATERIALS	Undistributed Selpa 60018	01.7	33270.0	50010	31700	4312	0000000	12-13	119.84	119.84
10/25/12	60019	A		10/25/2012	B4 DISASTER MANAGEMENT	OFFICE SUPPLIES	Culver City Middle School 60019	01.0	07395.0	00000	27000	4350	3010000	12-13	153.75	153.75
10/25/12	60020	A		10/25/2012	LAGUNA CLAY CO.	REPAIRS - OTHER	Culver City High School 60020	01.0	07395.0	00000	27000	5630	4010000	12-13	1,085.54	1,085.54
10/25/12	60021	C		10/25/2012	NCTE NATIONAL COUNCIL OF	CONFERENCE AND TRAVEL	Culver City High School 60021	01.0	07395.0	11100	10000	5220	4010000	12-13	315.00	315.00
10/25/12	60022	A		10/25/2012	TECH DEPOT BY OFFICE DEPOT	COMPUTER SUPP/EQUIP	Adult School 60022	11.0	39050.0	41100	10000	4410	0000010	12-13	244.38	244.38
10/25/12	60023	A		10/25/2012	TOLEDO P.E. SUPPLY CO.	INSTRUCTIONAL SUPPLIES	Culver City Middle School 60023	01.0	00000.0	11100	10000	4310	3010001	12-13	1,408.27	1,408.27

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10/25/12	60024	A		10/25/2012	FREESTYLE SALES CO	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	00000.0	16001	10000	4310	4010000	12-13	311.65		1,408.27
							60024								311.65		
10/26/12	60025	A		10/26/2012	LASERCARE	REPAIRS - OTHER	Special Projects	01.0	70910.0	00000	81100	5630	0004030	12-13	179.44		
							60025								179.44		
10/26/12	60026	A		10/26/2012	CDW-G	COMPUTER SUPP/EQUIP	Culver City High School	01.0	07395.0	11100	10000	4410	4010000	12-13	1,101.89		
							60026								1,101.89		
10/26/12	60027	A		10/26/2012	TROXELL COMMUNICATIONS	COMPUTER SUPP/EQUIP	Special Projects	01.0	70910.0	11100	10000	4310	0004030	12-13	586.16		
							60027								586.16		
10/26/12	60028	C		10/26/2012	ACCREDITING COMMISSION FOR	MEMBERSHIPS	Culver City High School	01.0	07395.0	00000	27000	5310	4010000	12-13	750.00		
							60028								750.00		
10/26/12	60029	A		10/26/2012	CSF/CJSF CENTRAL OFFICE	MEMBERSHIPS	Culver City High School	01.0	00000.0	00000	27000	5310	4010000	12-13	150.00		
							60029								150.00		
10/26/12	60030	A		10/26/2012	APPLAUSE LEARNING	INSTRUCTIONAL SUPPLIES	Culver City Middle School	01.0	00000.0	11100	10000	4310	3010001	12-13	157.32		
							60030								157.32		
10/30/12	60031	A		10/30/2012	NEW READERS PRESS	BOOKS	Adult School	11.0	06390.0	41100	10000	4110	0000010	12-13	197.00		
							60031								197.00		
10/26/12	60032	A		10/26/2012	PEARSON EDUCATION, INC.	BOOKS	Adult School	11.0	90139.0	41100	10000	4110	0000010	12-13	2,574.00		

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PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Amount	PO Amt
10/26/12	60033	A		10/26/2012	CDW-G	COMPUTER SUPP/EQUIP	60032	PEARSON EDUCATION, INC.	01.0 70910.0	11100	10000	4310	0004030	12-13	2,674.00	
10/26/2012						Special Projects	60033	CDW-G	01.0 70910.0	11100	10000	4310	0004030	12-13	1,420.92	
10/26/12	60035	A		10/26/2012	STAFF DEVELOPMENT	CONFERENCE AND TRAVEL	60035	STAFF DEVELOPMENT RESOURCES	01.0 42030.0	11100	10000	5220	4010000	12-13	229.00	
10/30/12	60036	A		10/31/2012	PITNEY BOWES	EQUIPMENT RENTAL/LEASE	60036	PITNEY BOWES	01.0 00000.0	00000	27000	5610	0003000	12-13	832.00	
10/30/12	60037	A	1	11/01/2012	CDW-G	COMPUTER SUPP/EQUIP	60037	CDW-G	01.0 00000.0	00000	24200	4410	0000000	12-13	226.09	
10/30/2012						Undistributed IT			01.0 00000.0	00000	24200	4410	0000000	12-13	226.09	
10/30/12	60038	A		10/30/2012	CULVER CITY BUS LINES	TRANSPORTATION SUPP/EQUIP/SERV	60038	CULVER CITY BUS LINES	01.0 30100.0	00000	36000	5880	0005500	12-13	300.00	
10/30/2012						Transportation/Home to School			01.0 60100.0	11100	27000	5810	2060000	12-13	13,147.54	
10/30/2012	60039	A		10/30/2012	S.T.A.R. INC.	CONTRACT SERVICES RENDERED	60039	S.T.A.R. INC.	01.0 40350.0	00000	21000	5220	0004000	12-13	2,200.00	
10/29/12	60041	A		10/29/2012	PEARSON LEARNING GROUP	CONFERENCE AND TRAVEL	60041	PEARSON LEARNING GROUP	01.0 40350.0	00000	21000	5220	0004000	12-13	2,200.00	
10/30/12	60042	A		10/30/2012	LACOE	CONTRACTED SERVICES	60042	LACOE	01.0 00000.0	00000	27000	5890	0004000	12-13	300.00	
10/30/2012						Educational Services			01.0 00000.0	00000	27000	5890	0004000	12-13	300.00	

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10/31/12	60043	A		10/31/2012	TRANG V. NGUYEN, O.D., F.A.A.O.	CONTRACTED SERVICES 10/31/2012	Special Education 60043	01.0	65000.0	57700	31500	5850	0004040	12-13	525.00	525.00
					TRANG V. NGUYEN, O.D., F.A.A.O.											
10/31/12	60044	A		10/31/2012	BARRETT ROBINSON PRODUCTS	BUILDING MAINTENANCE 10/31/2012	Undistributed ROP 60044	01.0	96352.0	71100	10000	4410	0000000	12-13	14,742.34	14,742.34
					BARRETT ROBINSON PRODUCTS											
10/30/12	60045	A		10/30/2012	LBI - BOYD	OFFICE SUPPLIES 10/30/2012	Superintendent's Office 60045	01.0	00000.0	00000	71000	4350	0001000	12-13	262.05	262.05
					LBI - BOYD											
11/01/12	60047	A		11/01/2012	S.T.A.R. INC.	CONTRACTED SERVICES 11/01/2012	La Ballona Elementary 60047	01.0	60100.0	11100	27000	5810	2060000	12-13	85,459.05	85,459.05
					S.T.A.R. INC.											
11/01/12	60048	A		11/01/2012	SCANTRON CORPORATIONS	INSTRUCTIONAL SUPPLIES 11/01/2012	Culver City High School 60048	01.0	07395.0	11100	10000	4310	4010000	12-13	1,498.44	1,498.44
					SCANTRON CORPORATIONS											
11/02/12	60054	A		11/02/2012	CDW-G	INSTRUCTIONAL SUPPLIES 11/02/2012	Culver City Middle School 60054	01.0	07395.0	11100	10000	4310	3010000	12-13	114.91	114.91
					CDW-G											
11/02/12	60056	A		11/02/2012	ACCREDITING COMMISSION FOR	MEMBERSHIPS 11/02/2012	Culver Park 60056	01.0	00000.0	32000	27000	5310	5010001	12-13	756.00	756.00
					ACCREDITING COMMISSION FOR											
11/02/12	60057	A		11/02/2012	COMPLETE BUSINESS SYSTEMS	COPY, DUPLICATING SUPP/EQUIP 11/02/2012	La Ballona Elementary 60057	01.0	00000.0	00000	27000	4350	2060000	12-13	2,024.93	2,024.93
					COMPLETE BUSINESS SYSTEMS											
11/02/12	60058	A		11/02/2012	CDW-G	COMPUTER SUPP/EQUIP 11/02/2012	Undistributed Selpa 60058	01.7	33270.0	50010	22000	4410	0000000	12-13	808.66	808.66
					CDW-G											

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Purchase Orders/Buyouts To The Board for Ratification From :
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PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Amount	PO Amt
10/29/12	60502	A		10/29/2012	ECF - KAYNE ERAS CENTER	NONPUBLIC SCHOOLS SERVICE 10/29/2012	Special Education 60502	01.0	65000.0	57500	11800	5880	0004040	12-13	80,907.00	80,907.00
10/29/12	60503	A		10/29/2012	CATHEDRAL HOME FOR CHILDREN	NONPUBLIC SCHOOLS SERVICE 10/29/2012	Special Education 60503	01.0	65000.0	57500	11800	5880	0004040	12-13	37,204.20	37,204.20
10/29/12	60504	A		10/29/2012	F.A.C.T.	NONPUBLIC SCHOOLS SERVICE 10/29/2012	Special Education 60504	01.0	65000.0	57500	11800	5880	0004040	12-13	66,046.20	66,046.20
11/01/12	60505	A		11/01/2012	WESTVIEW SCHOOL	NONPUBLIC SCHOOLS SERVICE 11/01/2012	Special Education 60505	01.0	65000.0	57500	11800	5880	0004040	12-13	108,748.00	108,748.00
10/24/12	60521	A		10/24/2012	JENNIFER FLACK	CONTRACTED SERVICES 10/24/2012	Culver City Middle School 60521	01.0	00000.0	16002	10000	5850	3010000	12-13	7,000.00	7,000.00
10/24/12	60522	A		10/24/2012	ERIC PRICE	CONTRACTED SERVICES 10/24/2012	Culver City Middle School 60522	01.0	00000.0	16002	10000	5850	3010000	12-13	7,000.00	7,000.00
10/31/12	AFOMIMS1	A		10/31/2012	ADAM'S MUSIC	REPAIRS - OTHER 10/31/2012	Culver City Middle School AFOMIMS1	01.0	90127.0	11100	10000	5630	3010000	12-13	759.63	759.63

NONPUBLIC-SCHOOLS:
THIS PERIOD: \$292,905.40
APPROVED YTD: \$3,760,961.89

Total by District : 64444
609,495.69

End of Report LAPO009C

BOARD REPORT

11/13/12

9.3

9.3 Approval is Recommended for Acceptance of Gifts – Donations

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

<u>Location</u>	<u>Donor/Item(s) Donated</u>
El Rincon School	Tyla Sawyer Two framed Astrophysics posters for the El Rincon Science Lab
El Marino School	Nao & Phil Goldner 3 cases of paper and 8 boxes of envelopes Wakana Litwinczuk 15 Japanese books for classroom use
Linwood E. Howe School	Linwood Howe PTA \$5,412.00 for field trips
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. 7

Total Fiscal Impact per Funding Source:

Booster Club	\$ 1,500.00
CCEF	\$ 11,760.00
CCEF (All for One)	\$ 630.00
Donation Fund	\$ 420.00
FLAP-JIP	\$ 2,520.00
General Fund	\$ 523,460.85
General Fund - Elementary Stipend	\$ 3,220.00
Office of Child Development	\$ 3,500.00
Panther Partners	\$ 3,169.00
School Improvement	\$ 5,355.00
Special Education	\$ 1,680.00

BOARD REPORT

9.4 Certificated Personnel Services Report No. 7

I. Authorization and Ratification of Employment

A. Temporary Teacher – Linwood E. Howe
Effective November 1, 2012
Funding Source: General Fund
Total Cost: \$34,880.00

1. Sakai, Jennifer Elementary Teacher

B. Temporary Counselor – High School
Effective October 31, 2012 through December 21, 2012 at \$6,402.27 per month
Funding Source: General Fund
Total Cost: \$12,093.12

1. Tran, Catherine

C. Second –Year Probationary Teachers
Effective August 29, 2012
Funding Source: General Fund
Total Cost: \$346,020.04

1.	Beynon, Diane	Elementary Teacher – Linwood	\$65,020.01
2.	Farrar, Courtney	Elementary Teacher – Linwood	\$42,649.97
3.	Lajevardi, Sohayla	Math Teacher – High School	\$45,680.00
4.	Magana, Susy	Elementary Teacher – La Ballona	\$49,410.02
5.	Nakagawa, Kana	Elementary Teacher – El Marino	\$42,649.97
6.	Novick, Jill	English/Drama Teacher – High School	\$45,030.04
7.	Schneider, Chelsea	Elementary Teacher – Linwood	\$55,580.03

D. Temporary Teachers
Effective August 29, 2012 through June 21, 2013 at stated salary
Funding Source: General Fund
Total Cost: \$122,408.09

1.	Carden, Heather	Elementary Teacher - La Ballona	\$43,610.05
2.	Huour, Chanda	Elementary Teacher – Farragut	\$51,390.02
3.	Thorne, Rika	Japanese Teacher, 60% - High School	\$27,408.02

E. Substitute Teacher – District Office
Effective October 29, 2012 at \$125.00 per day, on-call when needed, \$160.00 on 21st day
Funding Source: General Fund

1. Wilson, Nicole

BOARD REPORT

9.4 Certificated Personnel Services Report No. 7 – Page 2

I. Authorization and Ratification of Employment – continued

F. Substitute Teacher – District Office

Effective November 6, 2012 at \$125.00 per day, on-call when needed, \$160.00 on 21st day
Funding Source: General Fund

- | | | |
|----------------------|-------------------------|----------------------|
| 1. Antonyan, Mger | 5. Chase, Jessica | 9. McDonald, Shannon |
| 2. Browley, Kristin | 6. Demandante, Christle | 10. Meza, Cindy |
| 3. Capers, Nakneetra | 7. Freehill, Nikki | |
| 4. Castillo, Liliana | 8. Honda, Robyn | |

G. Additional 20% Assignment – High School, Extra Period

Effective November 12, 2012 through April 10, 2013 at additional 20% of current rate of pay
Funding Source: General Fund
Total Cost: \$6,233.60

- | | | |
|--------------------|-----------------------|------------------|
| 1. Fontijn, Mariah | Extra Science Section | \$77.92 per hour |
|--------------------|-----------------------|------------------|

H. Extra Assignment – Linwood E. Howe, Student Council Moderator

Effective October 1, 2012 through June 21, 2013 at \$35.00 per hour, not to exceed 7 hours
Funding Source: General Fund – Elementary Stipend
Total Cost: \$490.00

1. Beebe, Stephanie
2. Mont, Allison

I. Extra Assignment – El Rincon, Professional Development

Effective September 27, 2012 through December 4, 2012 at \$35.00 per hour, not to exceed 15 hours
Funding Source: General Fund
Total Cost: \$525.00

1. Masterson, Katie

J. Extra Assignment – Farragut, Professional Development

Effective December 4, 2012 at \$35.00 per hour, not to exceed 3 hours
Funding Source: General Fund
Total Cost: \$105.00

1. Noonan, Teresa

BOARD REPORT

9.4 Certificated Personnel Services Report No. 7 – Page 3

I. Authorization and Ratification of Employment - continued

K. Extra Assignment – El Marino, OBPCC Team
Effective November 13, 2012 through June 30, 2013 at \$35.00 per hour, not to exceed
6 hours per teacher
Funding Source: General Fund - Elementary Stipend
Total Cost: \$1,470.00

- | | | |
|-------------------|---------------------|------------------|
| 1. Bell, Monica | 4. Haro, Ana | 7. Siegal, Steve |
| 2. Campos, Carmen | 5. Mejia, Elizabeth | |
| 3. Cuellar, Maria | 6. Rodriguez, Maria | |

L. Extra Assignment – El Marino, Arts Integration Partnership Program Leaders & Coordinators
Effective October 24, 2012 through June 21, 2013 at \$35.00 per hour, not to exceed
6 hours per teacher
Funding Source: Donation Fund
Total Cost: \$420.00

1. Bell, Monica
2. Miller, Samantha

M. Extra Assignment – El Marino, Intervention Programs & Staff Development Leadership Team
Effective September 6, 2012 through June 21, 2013 at \$35.00 per hour, not to exceed
6 hours per teacher
Funding Source: General Fund - Elementary Stipend
Total Cost: \$1,260.00

- | | | |
|--------------------|--------------------|---------------------|
| 1. Bell, Monica | 3. Nakagawa, Kana | 5. Satomi, Ezaki |
| 2. Duron, Maricela | 4. Niimura, Hitomi | 6. Sekiguchi, Saori |

N. Extra Assignment – Middle School/High School, Japanese Immersion Curriculum Support
Effective October 24, 2012 through June 25, 2013 at \$35.00 per hour, not to exceed 36 hours
Funding Source: FLAP-JIP
Total Cost: \$1,260.00

1. Yamakawa, Masakazu

O. Extra Assignment – Middle School, SSR Intervention Team Meetings
Effective October 18, 2012 through June 21, 2013 at \$35.00 per hour, not to exceed
2 hours per month per teacher
Funding Source: School Improvement
Total Cost: \$2,520.00

- | | |
|------------------|--------------------|
| 1. Azad, Mark | 3. Collett, Robert |
| 2. Balogun, Tayo | 4. James, Yakun |

BOARD REPORT

9.4 Certificated Personnel Services Report No. 7 – Page 4

I. Authorization and Ratification of Employment - continued

P. Extra Assignment – Middle School, After School Program – Successmaker
Effective October 9, 2012 through June 13, 2013 at \$35.00 per hour, not to exceed 2 hours per week
Funding Source: Panther Partners
Total Cost: \$2,240.00

1. Azad, Mark

Q. Extra Assignment – Middle School, Technology Team Meetings
Effective October 18, 2012 through June 21, 2013 at \$35.00 per hour, not to exceed 1 hour per month per teacher
Funding Source: CCEF – All for One
Total Cost: \$630.00

1. Ross, David
2. Teetzel, Todd

R. Extra Assignment – Middle School, Teach Like a Champion Meetings
Effective October 18, 2012 through June 21, 2013 at \$35.00 per hour, not to exceed 1 hour per month per teacher
Funding Source: School Improvement
Total Cost: \$2,835.00

- | | | |
|---------------------|-------------------------|------------------------------|
| 1. Allen, Stanley | 4. Green-Bratton, Cathi | 7. Stowers, Katherine |
| 2. Daggett, Carlene | 5. Peters, Crystal | 8. Cotton-Yarbrough, Phyllis |
| 3. Fretham, Kari | 6. Takahashi, Ai | 9. Young, Erica |

S. Extra Assignment – Middle School, Coaching
Effective September 4, 2012 through November 16, 2012 at \$929.00 stipend
Funding Source: Panther Partners
Total Cost: \$929.00

1. Siegal, Martin Girls' 7th Grade Volleyball Team

T. Extra Assignment – High School, PSAT Proctor
Effective October 20, 2012 at \$35.00 per hour, not to exceed 4 hours per teacher
Funding Source: General Fund
Total Cost: \$280.00

1. Gramajo, Sonia
2. Yokogawa, Valerie

BOARD REPORT

9.4 Certificated Personnel Services Report No. 7 – Page 5

I. Authorization and Ratification of Employment - continued

U. Extra Assignment – High School, CPR/first Aid Certification for 10 Coaches
Effective October 15, 2012 at \$50.00 per coach
Funding Source: General Fund
Total Cost: \$500.00

1. White, Marcos

V. Extra Assignment – High School, CPR Certification for 12 Teachers
Effective October 10, 2012 at \$23.00 per teacher
Funding Source: General Fund
Total Cost: \$276.00

1. White, Marcos

W. Extra Assignment – High School, Athletics Academic Support Coach-Student Tutoring
Effective October 10, 2012 through June 21, 2013 at \$35.00 per hour, not to exceed
1.75 hours per week per teacher
Funding Source: CCEF
Total Cost: \$11,760.00

- | | |
|----------------------|---------------------|
| 1. Doan, Andrew | 4. Mullen, Leona |
| 2. Greenberg, Denise | 5. Phillips, Daniel |
| 3. Malla, Aravind | 6. Sullivan, Bryan |

X. Extra Assignment – High School, Parent Portal Workshop Supervision
Effective October 23, 2012 at \$35.00 per hour, not to exceed 4 hours
Funding Source: General Fund
Total Cost: \$140.00

1. Tarvyd, Katherine

Y. Extra Assignment – High School, Baseball Head Coach
Effective November 5, 2012 through January 25, 2013 at \$1,500.00 stipend
Funding Source: Booster Club
Total Cost: \$1,500.00

1. Prieto, Richard

BOARD REPORT

9.4 Certificated Personnel Services Report No. 7 – Page 6

I. Authorization and Ratification of Employment - continued

Z. Extra Assignment – High School, Curriculum Support Monthly Meetings
Effective October 24, 2012 through June 25, 2013 at \$35.00 per hour, not to exceed 36 hours
Funding Source: FLAP-JIP
Total Cost: \$1,260.00

1. Gomyo, Chiaki

AA. Extra Assignment – High School, Providing Support to Long Term Substitute
Effective August 31, 2012 through October 31, 2012 at \$35.00 per hour, not to exceed 48 hours
Funding Source: Special Education
Total Cost: \$1,680.00

1. Donahue, Doreen

BB. Extra Assignment – Office of Child Development, Food Monitoring
Effective November 1, 2012 through June 30, 2013 at \$35.00 per hour, not to exceed
50 hours per teacher
Funding Source: Office of Child Development
Total Cost: \$3,500.00

1. Edkar, Maria
2. Goodman, Cheryl

II. Resignations

1. Salmon, Erin
Substitute Teacher
- Effective October 18, 2012
Reason: Personal

RECOMMENDED MOTION: That approval be granted for Certificated Personnel
Services Report No. 7

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.5 Financial Impact for Classified Personnel Services Report No. 7

Total Funding Fiscal Impact:

Adult School Total:	\$4,210.80 \$28.19 per hour, as needed
Booster Club Total:	\$2,300.00
CCEF Total:	\$158.85
Child Development Total:	\$14.85 per hour, as needed \$12.78 per hour, as needed
Food Services Total:	\$11.45 per hour, as needed
General Fund Total:	\$190,518.55 \$14.14 per hour, as needed \$9.25 per hour, as needed \$8.00 per hour, as needed
School Improvement Total:	\$317.70
SELPA Total:	\$19,055.52

BOARD REPORT

9.5 Classified Personnel Services Report No. 7

I. Authorization, Approval & Ratification of Employment

A. Child Development

1. Farley, Tanieka
Substitute Instructional Assistant – Child Dev.
Child Development
Funding Source: Child Development
Effective November 14, 2012
Hourly, as needed – \$12.78 per hour
2. Torres, Dahlia
Substitute Instructional Assistant – Child Dev.
Child Development
Funding Source: Child Development
Effective November 14, 2012
Hourly, as needed – \$12.78 per hour

B. Clerical & Fiscal

1. Arredondo, Erika
Clerk Typist II
Farragut – 8 hours per day, 10 months per year
Funding Source: General Fund
Effective November 5, 2012
Range 17 – \$2711 per month
Total Cost: \$27,110.00
2. Gerloff-Burne, Nancy
Substitute Clerk Typist
District Office
Funding Source: General Fund
Effective November 14, 2012
Hourly, as needed – \$14.14 per hour
3. Back to School Night
High School – Extra Assignment
Not to exceed 3 hours
Funding Source: General Fund
Effective October 3, 2012
Hourly, rate of pay
Total Cost: \$246.78
 - a. Flores, Asusena
Range 22 – \$19.59 per hour
 - b. Guinn, JoNellia
Range 25 – \$22.17 per hour
 - c. Mohammad, Hala
Range 22 – \$20.54 per hour
 - d. Van Loo, Mary
Range 21 – \$19.96 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 7 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

B. Clerical & Fiscal – continued

4. Parent Portal Workshop
High School – Extra Assignment
Not to exceed 4 hours
Funding Source: General Fund
Effective October 23, 2012
Hourly, rate of pay
Total Cost: \$240.36

- a. Flores, Asusena Range 22 – \$19.59 per hour
b. Mohammad, Hala Range 22 – \$20.54 per hour
c. Van Loo, Mary Range 21 – \$19.96 per hour

C. Food Services

1. Oliver, Elizabeth Substitute Food Service Assistant
Food Services
Funding Source: Food Services
Effective October 31, 2012
Hourly, as needed – \$11.45 per hour

D. Instructional Assistants

1. Casserly, Aja Instructional Assistant – Special Education IIA
El Marino – 6 hours per day, school year
Funding Source: General Fund – Special Ed
Effective October 29, 2012
Range 16 – \$15.18 per hour
Total Cost: \$18,033.84
2. De Lira, Rosario Instructional Assistant – Special Education IIA
Adult School – 6 hours per day, school year
Funding Source: General Fund – Special Ed
Effective October 29, 2012
Range 16 – \$15.18 per hour
Total Cost: \$18,033.84

BOARD REPORT

9.5 Classified Personnel Services Report No. 7 – Page 3

I. Authorization, Approval & Ratification of Employment – continued

D. Instructional Assistants – continued

3. Posada, Patricia
Instructional Assistant – Special Education IIA
Child Development – La Ballona
6 hours per day, school year
Funding Source: General Fund – Special Ed
Effective October 29, 2012
Range 16 – \$15.18 per hour
Total Cost: \$18,033.84
4. Nueva, Luis
Instructional Assistant – Special Education IIA
Linwood Howe – 6 hours per day, school year
Funding Source: General Fund – Special Ed
Effective October 29, 2012
Range 16 – \$15.18 per hour
Total Cost: \$18,033.84
5. Rivera, Jorge
Instructional Assistant – Special Education IIA
Linwood Howe – 6 hours per day, school year
Funding Source: General Fund – Special Ed
Effective October 29, 2012
Range 16 – \$15.18 per hour
Total Cost: \$18,033.84
6. Wilson, Aki
Instructional Assistant – Special Education IIA
Middle School – 6 hours per day, school year
Funding Source: General Fund – Special Ed
Effective October 29, 2012
Range 16 – \$15.18 per hour
Total Cost: \$18,033.84
7. Campos, Carlos
Instructional Assistant – Special Education
El Marino – 3.9 hours per day, school year
Funding Source: General Fund – Special Ed
Effective October 29, 2012
Range 14 – \$14.61 per hour
Total Cost: \$11,281.84
8. Serra, Jessi
Behavior Intervention Instructional Assistant
Middle School – 6 hours per day, school year
Funding Source: SELPA
Effective November 26, 2012
Range 18 – \$16.04 per hour
Total Cost: \$19,055.52

BOARD REPORT

9.5 Classified Personnel Services Report No. 7 – Page 4

I. Authorization, Approval & Ratification of Employment – continued

D. Instructional Assistants – continued

9. Blumenfeld, Joann
Instructional Assistant – Adult School
Adult School – Extra Assignment – ILC
Not to exceed 4 hours per week
Funding Source: Adult School – ADA
Effective October 23, 2012 through
June 20, 2013
Range 17 – \$18.15 per hour
Total Cost: \$2,105.40
10. Gibbs, Shauna
Instructional Assistant – Adult School
Adult School – Extra Assignment – ILC
Not to exceed 4 hours per week
Funding Source: Adult School – ADA
Effective October 23, 2012 through
June 20, 2013
Range 17 – \$18.15 per hour
Total Cost: \$2,105.40
11. Cunningham, Marjorie
Instructional Assistant – Special Education
Linwood Howe – Extra Assignment
Not to exceed 1 hour per day
Funding Source: General Fund – Special Ed
Effective October 22, 2012 through
December 21, 2012
Range 14 – \$16.88 per hour
Total Cost: \$692.08
12. Pando, Yvonne
Instructional Assistant – Special Education IIA
High School – Extra Assignment
Not to exceed 5 hour per day
Funding Source: General Fund – Special Ed
Effective November 3, 2012
Range 16 – \$17.65 per hour
Total Cost: \$52.95

BOARD REPORT

9.5 Classified Personnel Services Report No. 7 – Page 5

I. Authorization, Approval & Ratification of Employment – continued

D. Instructional Assistants – continued

13. Augenstein, Patricia Instructional Assistant – Computer Lab
Middle School – Extra Assignment –
SSR Intervention Team Meetings
Not to exceed 2 hours per month
Funding Source: School Improvement
Effective October 18, 2012 through
June 21, 2013
Range 16 – \$17.65 per hour
Total Cost: \$317.70

14. Augenstein, Patricia Instructional Assistant – Computer Lab
Middle School – Extra Assignment –
Technology Team Meetings
Not to exceed 1 hour per month
Funding Source: CCEF
Effective October 18, 2012 through
June 21, 2013
Range 16 – \$17.65 per hour
Total Cost: \$158.85

E. Adult School Lecturers

1. Demitroff, Genea Temporary Adult School Lecturer
Adult School
Funding Source: Adult School – Fee Based
Effective September 22, 2012
Hourly, as needed – \$28.19 per hour

F. Coaches

1. Ake, Victor Temporary Boys' Assistant Soccer Coach
High School
Funding Source: General Fund – Athletics
Effective November 13, 2012 through
February 8, 2013
Stipend of \$2,760.00

2. Danganan, Maye Temporary Girls' Assistant Basketball Coach
High School
Funding Source: General Fund – Athletics
Effective November 13, 2012 through
February 8, 2013
Stipend of \$2,013.00

BOARD REPORT

9.5 Classified Personnel Services Report No. 7 – Page 6

I. Authorization, Approval & Ratification of Employment – continued

F. Coaches – continued

3. Feldman, Ari
Temporary Boys' Assistant Basketball Coach
High School
Funding Source: General Fund – Athletics
Effective November 13, 2012 through
February 8, 2013
Stipend of \$3,013.00
4. Romo, Asuncion
Temporary Assistant Baseball Coach
High School
Funding Source: Booster Club
Effective November 5, 2012 through
December 21, 2012
Stipend of \$1,300.00
5. Roux, Sterling
Temporary Assistant Baseball Coach
High School
Funding Source: Booster Club
Effective November 5, 2012 through
January 25, 2013
Stipend of \$1,000.00
6. Rodriguez, Marco
Temporary Basketball Coach
Middle School
Funding Source: General Fund – Athletics
Effective November 21, 2012 through
March 8, 2013
Stipend of \$929.00

G. Noon Duty Supervisors

1. Lopez, Lorena
Temporary Noon Duty Supervisors
La Ballona – Hourly, as needed
Funding Source: General Fund
Effective November 5, 2012 through
June 21, 2013
Total Cost: \$9.25 per hour, as needed
2. Cayetano, Robin
Temporary Noon Duty Supervisors
El Marino – Hourly, as needed
Funding Source: General Fund
Effective November 13, 2012 through
June 21, 2013
Total Cost: \$9.25 per hour, as needed

BOARD REPORT

9.5 Classified Personnel Services Report No. 7 – Page 7

I. Authorization, Approval & Ratification of Employment – continued

H. Stipend Assignments

1. Carson, Julie Temporary Musical Choreographer
High School – AVPA
Funding Source: General Fund
Effective December 3, 2012 through
March 22, 2013
Stipend of \$2,616.00

2. PSAT Proctors
High School – Not to exceed 6 hours
Funding Source: General Fund
Effective October 20, 2012
Stipend of \$30.00 per hour
Total Cost: \$2,160.00

- | | |
|-----------------------|-----------------------|
| a. Campos, Josie | g. Herrera, Christina |
| b. Campos, Veronica | h. Herrera, Susan |
| c. Fujisawa, Margaret | i. Mohammad, Hala |
| d. Gueco, Maria | j. Oviedo, Raul |
| e. Guinn, JoNellia | k. Rivas, Yamileth |
| f. Heiner, Phyllis | l. Sharp, Dominique |

I. Student Helpers

1. Vasquez, Agustin Student Helper – Workability
Location outside of district
Funding Source: General – Special Education
Effective October 26, 2012
Hourly, as needed – \$8.00 per hour

2. Coombs, Culver Student Helper – Workability
Location outside of district
Funding Source: General – Special Education
Effective October 24, 2012
Hourly, as needed – \$8.00 per hour

3. Joiner, Matthew Student Helper – Workability
Location outside of district
Funding Source: General – Special Education
Effective December 8, 2012
Hourly, as needed – \$8.00 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 7 – Page 8

II. Authorization, Approval & Ratification of Change of Assignments

1. Sharp, Dominique

Promotion via Classified Interview:
From: Substitute Clerk Typist
To: Guidance Technician
8 hours per day, 10 1/2 months per year
High School
Funding Source: General Fund
Effective November 1, 2012
Range 20 – \$2781 per month
Total Cost: \$29,200.50

2. Ibarra, Bertha

Working Out of Classification:
From: Food Service Assistant
To: Cook
Not to exceed 8 hours per day
Child Development
Funding Source: Child Development
Effective November 1, 2012
Hourly, as needed – \$14.85 per hour

III. Authorization, Approval & Ratification of Resignations

1. Hernandez, Oscar

Accounting Technician
District Office – Business Services
8 hours per day, 12 months per year
Accepted position outside of District
Funding Source: General Fund
Effective November 28, 2012
Range 30 – \$4,118.00 per month

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 7

Moved by:
Vote:

Seconded by:

BOARD REPORT

11/13/12

9.6

9.6 Approval is Recommended for the CCHS Sojourn to the Past Field Trip through Southern States, March 28 - April 6, 2013

Board Policy 6153, Field Trips, specifies that field trips or other student trip activities sponsored by the school district be approved by the Board of Education when they involve an overnight or a more extended stay by students. Board Policy 4133 states that all out-of-state travel must have Board approval.

Culver City High School seeks approval for approximately 10 high school students to travel to the southern states, March 28 through April 6, 2013, during Spring Break. Culver City participants and approximately 100 students and teachers from other high schools, will fly to Atlanta, Georgia and travel by bus to Montgomery, Birmingham, Selma, Hattiesburg, Jackson, Little Rock and fly back from Memphis, Tennessee. Students will be chaperoned by Jennifer Kochevar, CCHS teacher.

This schedule is consistent with past years. Students' travel expenses will be paid by parents and fundraising activities.

RECOMMENDED MOTION: That the Board approve the CCHS Sojourn to the Past Field Trip through Southern States, March 28 through April 6, 2013.

Moved by:

Seconded by:

Vote:

BOARD REPORT

11/13/12

9.7

9.7 Approval is Recommended for the Culver City Middle School Cheerleading Team to Attend the Jamz Cheerleading National Competition in Las Vegas, Nevada, February 8, 2013

Board Policy 6153, Field Trips, specifies that field trips or other student trip activities sponsored by the school district be approved by the Board of Education when they involve an overnight or a more extended stay by students. Board Policy 4133 states that all out-of-state travel must have Board approval.

Culver City Middle School requests permission for approximately 30 student members of the Cheerleading Team to participate in the Jamz Cheerleading National Competition in Las Vegas, Nevada. Students will miss one day of school on Friday, February 8, 2013. Students will be chaperoned by Coach Kandyce Wallace and parent volunteers. Students will travel by car with their families. Costs are covered by fundraising and parent contributions.

RECOMMENDED MOTION: That the Board approve the Culver City Middle School Cheerleading Team to Attend the Jamz Cheerleading National Competition in Las Vegas, Nevada, February 8, 2013.

Moved by:

Seconded by:

Vote:

BOARD REPORT

11/13/12

9.8

9.8 Ratification of Medi-Cal LEA Billing Option Services Agreement between the Culver City Unified School District and CSBA's Practi-Cal, Inc.

In January 1994, the California Department of Health Care Services allowed California school districts to participate in its Local Education Agency (LEA) Medi-Cal Billing Option Program. This program permits school districts to become enrolled as a provider of health assessments and treatment for Medi-Cal eligible students and their families.

By ratifying this Agreement, the Board authorizes the Superintendent to enter into a new Agreement with CSBA's Practi-Cal, Inc., to continue to provide billing services under the LEA Medi-Cal Billing Option Program.

Education Code section 17596 specifies that service contracts are limited to five years.

RECOMMENDED MOTION: That the Board Ratify the Medi-Cal LEA Billing Option Services Agreement between the Culver City Unified School District and CSBA's Practi-Cal, Inc.

Moved by:

Seconded by:

Vote:

CSBA's PRACTI-CAL

MEDI-CAL LEA BILLING OPTION SERVICES AGREEMENT BETWEEN

THE
CULVER CITY UNIFIED SCHOOL DISTRICT
AND
CSBA'S PRACTI-CAL, INC.

Whereas the DISTRICT (hereinafter referred to as "DISTRICT") desires to contract for Medi-Cal LEA Billing Option services; and Practi-Cal, Incorporated (hereinafter referred to as PRACTI-CAL) is willing to provide such services through its Medi-Cal Services Program;

Now, therefore in consideration of the mutual Agreements and definitions contained herein, the parties hereto agree as follows:

1. Definitions The parties agree to this agreement and mutually accept the following definitions of the enumerated terms:
 - 1.1 PRACTI-CAL means CSBA's Practi-Cal, Incorporated. When used in the context of the performance of tasks, this is extended to include its subcontractors when performing duties in connection with this contract.
 - 1.2 DISTRICT means an independent public school district, county office of education, Office of the County Superintendent of Schools, Special Education Local Plan Area or community college district in the State of California.
 - 1.3 AGREEMENT means this contract between the DISTRICT and PRACTI-CAL, along with exhibits A and B.
 - 1.4 Claim means the right of the DISTRICT to seek reimbursement for a service or services provided to a named student on a given day by a named service provider.
 - 1.5 LEA means a Local Educational Agency.
 - 1.6 DHCS means Department of Health Care Services.
 - 1.7 SELPA means a Special Education Local Plan Area.

2. Commencement, Amendment, and Termination

Commencement

- 2.1 The parties hereby enter into this agreement for a period of five years beginning the date of execution of this agreement and remaining in full force and affect, except as amended or terminated as hereinafter provided.

Amendment

- 2.2 This agreement shall become subject to amendment in the event any legislative, executive or regulatory action or any court decision which, in the judgment of PRACTI-CAL, prohibits or modifies any services or actions contemplated by this AGREEMENT.
- 2.3 Any alterations, variations, modifications or waivers of provisions of this AGREEMENT shall be valid only when they have been reduced to writing, duly signed and attached to the original of this AGREEMENT.

Termination

- 2.4 This AGREEMENT may be terminated at any time by either party giving not less than one hundred eighty days written notice to the other party specifying the date of termination.
- 2.5 This AGREEMENT shall become subject to termination in the event of any legislative, executive or regulatory action or any court decision which, in the judgment of PRACTI-CAL, prohibits the expenditure of federal and/or state funds for the services or actions contemplated by this AGREEMENT.
3. PRACTI-CAL Responsibilities: PRACTI-CAL is responsible for the duties specified in Exhibit A, whether provided by internal staff or by its subcontractor or its designee.
4. DISTRICT Responsibilities: The DISTRICT is responsible for performing the duties specified in Exhibit B.

5. Fees for Services

5.1 In consideration for all services rendered pursuant to this AGREEMENT the DISTRICT shall pay PRACTI-CAL 13% based on the amounts they recover as a result of billings processed under the Practi-Cal Medi-Cal Billing Services Program. Fees shall be payable on receipt of the recovered funds from DHCS. The DISTRICT agrees to pay as soon as administratively possible, but not later than 30 days after receipt of the funds from DHCS.

5.2 PRACTI-CAL reserves the right to collect all fees that are due for any CLAIMS submitted to the state for payment, on behalf of the contracting DISTRICT. This would include claims submitted for any period preceding notice of termination or written termination date from PRACTI-CAL or the DISTRICT, whichever occurs last. Termination of this AGREEMENT shall not relieve the DISTRICT of the responsibility to pay any fees payable pursuant to this AGREEMENT.

6. Events of Default: Upon the occurrence of an event of default by either party to this AGREEMENT, the non-defaulting party may terminate this AGREEMENT after giving the appropriate written notice to the defaulting party. Each of the following events constitutes an event of default:

6.1 If DISTRICT fails to make any payment on or before the due date and fails to cure this delinquency within thirty days of such delinquency.

6.2 If DISTRICT commits any breach of any covenant, warranty or agreement herein contained, and fails to remedy any such breach and such failure shall continue for fifteen days after written notice thereof from PRACTI-CAL to the DISTRICT, then PRACTI-CAL may, at its option, and in addition to any other remedies to which it may be entitled, cancel and terminate this AGREEMENT by thirty days notice in writing to such effect.

6.3 If PRACTI-CAL commits any breach of any covenant, warranty or agreement herein contained, and fails to remedy any such breach and such failure shall continue for fifteen days after written notice thereof from the DISTRICT to PRACTI-CAL, then the DISTRICT may, at its option, and in addition to any other remedies to which it may be entitled, cancel and terminate this AGREEMENT by thirty days notice in writing to such effect.

7. Errors and Omissions: No accidental errors or omissions upon the part of either party shall relieve the other party of its responsibilities under the AGREEMENT, provided such errors and omissions are reported as soon after discovery as possible. Both parties agree to carry such errors and omissions insurance as will protect the other party from injury not the fault of the injured party.

8. Confidentiality:

- 8.1 Except to the extent permitted under federal or state law, regulation or standards; and to the extent required to qualify students as clients or beneficiaries of services for benefits for which they are, or may be, entitled under State, local or federal entitlement or laws, under policies, contracts or insurance payments contemplated within the scope of this AGREEMENT, PRACTI-CAL shall not during or after the period of this AGREEMENT, without authorization from the DISTRICT, disclose or use for the benefit of any person, corporation or other entity or itself, any files or any other confidential or personally identifiable information concerning students and/or their families. Confidential or personally identifiable information shall mean information not generally known to the public which is disclosed to PRACTI-CAL, its agents or employees, or known by them as a consequence of this AGREEMENT, whether or not pursuant to this AGREEMENT.
- 8.2 The DISTRICT shall not, except to the extent permitted or required by law, disclose any proprietary information it may learn as a consequence of this AGREEMENT, to anyone other than an employee of the DISTRICT, who requires such information to perform hereunder, or an employee of PRACTI-CAL or its designee.

9. Warrantees: The DISTRICT represents and warrants that:

- 9.1 This instrument is executed with the full knowledge of and understanding of its term and meanings by the DISTRICT and is executed by a person who has the authority of the governing board to do so.
- 9.2 This instrument is being executed in multiple counterparts, each of which are the same AGREEMENT and any of which shall be considered an original instrument.
- 9.3 All information provided or otherwise supplied to PRACTI-CAL or its designee shall, to the best of its knowledge and belief, be true, accurate and complete and that the DISTRICT has the right to file such CLAIMS as documented.
- 9.4 That the filing of claims through PRACTI-CAL pursuant to this AGREEMENT will not be knowingly in violation of any law or contract to which the DISTRICT is a party.
- 9.5 That neither the DISTRICT nor its employees shall submit Medicaid CLAIMS except through PRACTI-CAL during the term of this AGREEMENT.

10. **Ownership of Products of AGREEMENT:** The parties hereto agree that all forms, materials, software and other documents including, but not limited to, criteria, policies and procedures developed by PRACTI-CAL as a direct result of, or instrumental to, this AGREEMENT shall, at all times, remain the property of PRACTI-CAL and may not be distributed, published or sold to third parties, persons or entities without the express, written consent of PRACTI-CAL.

11. **Remedies of the Parties**

11.1 The parties hereto acknowledge that, notwithstanding the fact that this AGREEMENT is terminable upon notice, the restrictions contained in this AGREEMENT are reasonable and necessary protection of the legitimate interests of the parties, that any violation of the terms of this agreement might cause substantial injury to the parties and that the parties hereto would not have entered into this AGREEMENT without receiving the additional consideration offered by each party in binding itself, its agents and its employees to these restrictions. In the event of violation of any of these restrictions, each party shall be entitled to preliminary and permanent injunctive relief in addition to any other remedy.

11.2 Disputes with respect to this AGREEMENT shall be discussed and resolved, if possible, by authorized representatives of PRACTI-CAL and the DISTRICT. The parties hereby agree to use their best efforts to promptly resolve any such dispute. If, however, the parties are not successful in resolving such dispute within thirty days from the date such dispute arises, then either party shall be free to exercise any rights it might have under paragraphs 2.3, 2.4, 2.5 of this AGREEMENT or under the law without the necessity of seeking judicial cancellation of this AGREEMENT and without the necessity of a formal placing in default.

11.3 All notices required by or relating to this AGREEMENT shall be in writing and shall be sent to the parties to this AGREEMENT at their addresses set below unless changed from time to time, in which event each party shall notify the other in writing of such change. All such notice shall be deemed duly given if deposited, registered or certified mail, in the United States mail.

Practi-Cal, Inc.
3100 Beacon Blvd.
West Sacramento, CA 95691

DISTRICT contact Person:

For Contract information and notice:

Name Michael Reynolds
Assistant Superintendent
Title Business Services
Culver City Unified School District
Address 4034 Irving Place
Culver City, CA 90232

Phone 310-842-4220 x 4217

Fax 310-842-4322

Email michaelreynolds@ccusd.org

For CLAIM processing and information concerning services provided to students:

Name Andrew Sotelo
Director of Pupil Services
Title Culver City Unified School District
4034 Irving Place
Address Culver City, CA 90232

Phone 310-842-4220 x 4249

Fax 310-842-4274

Email andrewsotelo@ccusd.org

For STUDENT COMPUTER DATA:

Name Diane Lococo
Computer Specialist - Information Technology Dept.
Title Culver City Unified School District
4034 Irving Place
Address Culver City, CA 90232

Phone 310-842-4220 x 4218

Fax 310-842-4275

Email dianelococo@ccusd.org

12. Liability and Insurance

- 12.1 The parties agree to maintain in force errors and omissions insurance as may reasonably be required by the other party.
- 12.2 PRACTI-CAL agrees to hold harmless and indemnify the DISTRICT from any claim arising out of any act of omission or commission which is deemed to be caused by gross negligence and/or willful reckless conduct by PRACTI-CAL.
- 12.3 DISTRICT agrees to hold harmless and indemnify PRACTI-CAL from any claim arising out of any act of omission or commission which is deemed to be caused by gross negligence and/or willful reckless conduct by DISTRICT.

13. Miscellaneous Provisions

- 13.1 This AGREEMENT comprises the entire AGREEMENT between the DISTRICT and PRACTI-CAL and may be amended only in writing and by mutual consent of both parties.
- 13.2 The headings, titles and sub-titles in this AGREEMENT have been inserted solely for convenient reference and shall be ignored in its construction.
- 13.3 This AGREEMENT has been negotiated and executed in the state of California and the laws of that state shall govern its construction and validity.
- 13.4 This AGREEMENT shall inure to and shall be binding upon the parties hereto, the successors and assigns of the DISTRICT and PRACTI-CAL.
- 13.5 The purpose of this AGREEMENT is not to be defeated by a narrow, technical construction of its provisions. This AGREEMENT shall be considered as an honorable undertaking and shall be subject to a liberal construction for the purpose of giving effect to the intentions of the parties hereof.
- 13.6 The waiver by either party of any breach or violation of any provision of this AGREEMENT shall not operate or be construed as a waiver of any subsequent breach or violation hereof.
- 13.7 If any provision of this AGREEMENT shall be held invalid or unenforceable, the remainder of this AGREEMENT shall nevertheless remain in full force and effect. If any provision is held invalid or unenforceable with respect to particular circumstances, it shall remain in full force and effect with respect to all other circumstances.

In WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be duly executed as of the date set forth herein.

For the District

For PRACTI-CAL

By: _____

By: _____

Name: David LaRose

Name: Ludvina Guzman

Title: Superintendent
Culver City Unified School District

Title: Director

Date: _____

Date: _____

Exhibit A
PRACTI-CAL Responsibilities:

1. Assist Districts become registered Medi-Cal providers.
2. Based upon the student data submitted to PRACTI-CAL by the DISTRICT obtain a DHCS eligibility match and conduct and complete an analysis to determine the number of children and youth within the jurisdiction of the District who are eligible to receive medical assistance within the contemplation of the Medicaid Act. PRACTI-CAL shall provide a written report of its findings to the DISTRICT upon completion of said analysis.
3. Develop and implement a training program, in cooperation with the District or its designee for the Districts' personnel involved in the implementation of the services contemplated within the scope of this Agreement. Subsequent training sessions will be provided upon discussion with the district representative and Practi-Cal agent to ensure compliance with state and federal guidelines, maximize reimbursements, and ensure staff knowledge of billable activities, regulations and activities.
4. Serve as the authorized billing agent for the District to file and process claims to DHCS, or state contracted designee, for reimbursement of health care and or related services provided by the District's professionals to eligible students within the jurisdiction of the District based on the forms provided by the District.
5. Provide Billing forms and pre-addressed envelopes.
6. Research and follow up on any claims rejected by DHCS and re-file them when appropriate.
7. Provide the District throughout the school year, monthly financial, participation reports, service history and utilization written reports. Reports shall include, but not be limited to, information by service provider and service type.
8. Maintain appropriate records and files including safe site storage for electronic data stored at PRACTI-CAL. Maintain appropriate storing of district documents which resulted in state reimbursements.
9. Comply with federal guidelines concerning issues of confidentiality of student information.
10. Provide access to books and records required by federal or state guidelines.
11. Keep and maintain appropriate charts, files and records of all services rendered by PRACTI-CAL its agents and employees under this Agreement and shall prepare in connection with these services all reports and correspondence necessary or appropriate in the circumstances
12. Work in concert with Medi-Cal officials, the California Superintendent of Public Instruction, the California Secretary of Education and Child Development and other government officials to allow the Districts access to the identities of eligible children.
13. Retain all books, records, and other documents relevant to this Agreement and to funds received and expended hereunder for at least four (4) years after final payment.

**Exhibit B
District Responsibilities**

1. Complete State of California Provider Participation Form and obtain Medicaid provider identification number, with assistance from Practi-Cal.
2. Execute the Telecommunications form.
3. Provide PRACTI-CAL with information about children and youth within the jurisdiction of the District who are receiving health related services so that PRACTI-CAL can obtain a DHCS eligibility match.
4. Provide health care and/or related services as defined under State and Federal laws and regulations pertaining to the education of children and youth within the jurisdiction of the District. Said health care and/or related services shall be provided by qualified professionals who meet all applicable licensing and or certification requirements set forth in Federal and State of California statutes and/or regulations and who are under the general supervision of the District.
5. Submit to PRACTI-CAL, only such information as may be required to file a Medicaid claim under the LEA Billing Option Program, for such health services delivered to eligible children and youth within the jurisdiction of the District. Said information shall be provided on a form designated by PRACTI-CAL which shall include, but not be limited to the following: name, birth date, type of service, date of service, certain criteria dependent upon type of service, and signature of the professional delivering the services.
6. Provide to PRACTI-CAL, or its designee, information about the qualified professionals who meet all the applicable licensing and or certification requirements that will be providing health care and/or related services sufficient to complete a Medicaid claim when they begin with the program. Update this information when necessary. Said updates shall include additions to or deletions from this professional list.
7. Comply with any and all requirements set forth by the California State Department of Education and the California Department of Health Services regarding the Local Educational Agency (LEA) program, including but not limited to provider procedures as outlined in the Medi-Cal Inpatient/Outpatient Provider Manual.
8. Keep, maintain and have available CRCS supporting financial and service documentation at least until the auditing process of the Medic-Cal CRCS has been completed.
9. Keep and maintain appropriate charts, files and records of all professional services rendered by the District, its agents and employees under this Agreement and shall prepare in connection with these services all reports and correspondence necessary or appropriate in the circumstances.

BOARD REPORT

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9.9

9.9 **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

Culver City High School

School Name

19-64444-1932201

CDS Code

Date of this revision: 10-05-2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index, California Education Code sections 41507, 41572, and 64001 and the Federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the CorApp 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 Ferris
Position: Principal
Telephone Number: (310) 842-4200, ext. 3321
Address: 4401 Elenda St.
Culver City, CA 90230-4101
E-mail Address: dylanferris@ccusd.org

Culver City Unified School District

School District

Superintendent: David LaRose
Telephone Number: (310) 842-4220
Address: 4034 Irving Place
Culver City, CA 90232
E-mail Address: davidlarose@ccusd.org

The District Governing Board approved this revision of the School Plan on .

The site has agreed to the centralization of Economic Impact Aid to be utilized for site based services.

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.

II. School Vision and Mission

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 better 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.

III. School Profile

SCHOOL DESCRIPTION

Culver City High School is a four-year comprehensive high school serving approximately 2,200 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 six 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.

Students in graduating classes 2012-2013

- 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 or Foreign Language
- 2 semesters - 10 credits
- Health
- 1 semester - 5 credits
- Electives
- 14 semesters - 70 credits

Students in graduating classes 2014 and beyond

- 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 Single Plan for Student Achievement

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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

We offer a four-year sequential program for all students staffed by a college and career counselor. 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.

The Single Plan for Student Achievement

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PHIDE

- Culver City High School's Academic Performance Index (API) score is 812.
- Students earn recognition for outstanding achievement in national testing programs such as the National Merit Scholarship and Advanced Placement exams.
- 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
- GRABLING 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

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

CCHS has an Academic Performance Index (API) score of 821, a ten point increase from 2011. The scores have steadily increased over the past few years. The score has improved 89 points since 2006.

Only one student sub-group did not meet their API growth target for 2012. The API score associated with our students with disabilities increased by seven points, but fell short of the target of 11 points of growth.

English Language Arts - Adequate Yearly Progress

In the area of English Language Arts, the Adequate Yearly Progress (AYP) goals were met by our Asian, White, and Hispanic/Latino (SH) sub-groups. African-American, Socio-Economically Disadvantaged, and English Learner sub-groups fell short of the AYP target of 77.8%. The African-American subgroup demonstrated a proficiency rate of 70%, Socio-Economically Disadvantaged students demonstrated proficiency at a rate of 68.8%, English learners were 34.8% proficient. Schoolwide, the percentage of students at CCHS scoring proficient or advanced increased to 74.5% in 2012, a 1.5% increase.

The overall graduation rate for CCUSD was met (based on 2011 graduation data). However, the following sub-groups did not meet the criteria for graduation rate. While Hispanic, Socio-economically disadvantaged, English learners, and Students with Disabilities. The state target for graduation rate is 90%. LEAs scoring below that 90% are given a target by the CDE that must be met to make the graduation rate for the AYP.

Mathematics - Annual Yearly Progress

In the area of Math, the Annual Yearly Progress (AYP) goal was 77.4%. The target was met by the following student sub-groups: African-American (SH), Asian, Hispanic-Latino (SH), White, and English Learners (SH). Our Socio-Economically Disadvantaged student sub-group did not demonstrate adequate growth. The sub-group demonstrated proficiency at 62.6%.

For these reasons, the school has identified African-American, Socio-Economically Disadvantaged, English Learner, and Students with Disabilities subgroups as areas of focus for providing academic support.

B. Surveys

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.

C. Classroom Observations

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

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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. All 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. Teacher's 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.

D. Student Work and School Documents

The School Improvement Committee (SI) develops the SPSSA annually with input from students, staff, parents, faculty, and administration. School goals and action steps are developed in response to needs identified from assessment data, surveys, and focus groups. This year, the plan has been developed with additional input from the WASC school self-study process and action plan that was produced in 2010.

Student work at CCHS is expected to demonstrate progress toward mastery of the curriculum. Work also reflects the CCHS Student Outcomes, critical thinkers, self-guided achievers, involved citizens, collaborative workers, adaptable problem solvers, and quality producers. Observable student artifacts include essays, labs, reports, research papers, collaborative group and individual projects, oral presentations, multi-media presentations, current events, debates, portfolios, and more.

Student learning is regularly assessed through unit tests and quizzes, benchmark assessments, common midterm and final exams, and state tests. Class work and projects are also a means of ongoing assessment.

Since the 2008-2009 school year, there is a particular focus on a school wide writing initiative. All teachers are expected to initiate a student writing assignment each quarter. Professional development has included instructions for teaching writing in non-English Language Arts classrooms.

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

CCHS has a positive record of ensuring that all staff are appropriately credentialed and trained to be highly qualified by federal and state criteria. All curriculum and materials are aligned to state standards. Lesson and unit pacing is evaluated and adjusted each year for maximum efficacy.

Our school is working toward becoming a Professional Learning Community in which data is utilized to drive instruction and intervention. The school has taken steps to implement common assessments, Benchmark tests, and analysis of disaggregated state test results in an effort to extract data that will inform teachers' instruction. All faculty have been trained to analyze the data and respond accordingly. The bell schedule has been altered to provide collaboration time for teachers to review data and plan lessons and intervention strategies. The administration continues to explore bell schedules and models that provide additional time for remediation and intervention for student that are not performing at proficient levels.

The Single Plan for Student Achievement

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CCHS continues to explore available community resources to support learning for our students. The school hopes to increase parent-school communication by updating technology and communicating via the internet and school website. CCHS strives to include parents in the learning process and values input from all stakeholders in decision making.

The administration has identified areas of need from observations, assessment data, and focus groups, and plans professional development accordingly. Currently, there is a focus on students with special needs, English Learners, improving the use of technology and assessment data to plan instruction, and student engagement.

V. 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 support 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 main 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.

VI. Planned Improvements in Student Performance (continued)

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

<p>SCHOOL GOAL #1 (Based on conclusions from Analysis of Program Components and Student Data pages) 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. Alternatively, AYP targets will be met through state metrics. Student groups and growth trends to participate in this goal: All students will benefit from state support of school educational programs.</p>	<p>Anticipated annual ELA report card results: English Language Arts Overall: 10% growth</p>
<p>Means of evaluating progress toward this goal: Performance on state standardized tests, the CAHSEE, student grades, and graduation rates will be used on an on-going basis. The administration and faculty will disseminate the data to determine the strengths and needs of our educational program.</p>	<p>Group data to be collected to measure academic gains: CAHSEE report card results Graduation rates for all sub groups</p>

SCHOOL GOAL #1	Action to be taken to reach this goal	Start Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>to 9.1. Teaching and Learning, Student and Professional Development: Teachers will be provided with opportunities for professional growth and development in the form of ongoing training for English Language Learners.</p>	<p>Conduct all appropriate trainings to 9.1. Teaching and Learning, Student and Professional Development: Teachers will be provided with opportunities for professional growth and development in the form of ongoing training for English Language Learners.</p>	<p>August to June</p>	<p>Conferences, travel, lodging, transportation</p>	<p>\$2,500</p>	<p>School Improvement Funds</p>
<p>Teaching materials will be provided as necessary and as prescribed by district policy. Supplemental and primary materials will be made available for students in order to augment the state curriculum. This includes the purchase of additional textbooks, educational software, media resources, subscriptions to educational publications, visual resources, and materials for student projects.</p>	<p>Teaching materials will be provided as necessary and as prescribed by district policy. Supplemental and primary materials will be made available for students in order to augment the state curriculum. This includes the purchase of additional textbooks, educational software, media resources, subscriptions to educational publications, visual resources, and materials for student projects.</p>	<p>August to June</p>	<p>Textbooks, software, project materials</p>	<p>\$5,000</p>	<p>School Improvement Funds</p>
<p>Teachers will be provided with opportunities to collaborate in an effort to produce student and teacher portfolios. The portfolios will be used to assess the progress of classes and individual students and to plan educational interventions when appropriate. Site visits may be required to monitor classroom observations and collaboration meetings.</p>	<p>Teachers will be provided with opportunities to collaborate in an effort to produce student and teacher portfolios. The portfolios will be used to assess the progress of classes and individual students and to plan educational interventions when appropriate. Site visits may be required to monitor classroom observations and collaboration meetings.</p>	<p>August to June</p>	<p>Substantiated and non-substantiated site visits to school site</p>	<p>\$1,000</p>	<p>School Improvement Funds</p>
<p>Teachers will be made available for analyzing the educational progress of students. This includes the use of data to inform instruction and determine how well we are doing.</p>	<p>Teachers will be made available for analyzing the educational progress of students. This includes the use of data to inform instruction and determine how well we are doing.</p>	<p>September to June</p>	<p>Substantiated, non-substantiated, site visits</p>	<p>\$2,000</p>	<p>School Improvement Funds</p>

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SCHOOL GOAL #1	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	Teaching and Intervention classes will be provided before and after school.	September to June	Hourly pay for tutors, one session for lead teacher.	\$20,000	General Fund, School Improvement Funds, The III funds
	The English department will continue to create and the 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. Faculty in our department: English, Math, Social Studies, Science and Career Path and English Language Learners will be trained to use new educational software - Odysseyware (Online Learning)	Quarterly	N/A	N/A	N/A
	English department members will plan benchmark assessments and distribution of student standards at the beginning of the school year. English department members will review benchmark tests and recommend revisions so that they will accurately reflect the curriculum being taught. English departments will review and analyze benchmark results three times a year to 1) identify instructional practices that yield the best results and 2) identify areas of intervention need. A cross curricular team of teachers will explore effective strategies for support and intervention strategies for underperforming students in 10th grade. CA/ESSE app will be provided to English language learners.	As prescribed by benchmarks in the schedule	N/A	N/A	N/A
		September - November	Hourly pay, Substitutes, materials and extra duty	\$1,000	School Improvement Funds, The III funds, District funded
		November - May		District funded	School Improvement Funds, The III funds, District funded

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2	Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	Based on conclusions from Analysis of Program Components and Student Data pages) The percentage of students scoring at the proficient or extended level in math will increase from 74.4 % to 89.5% by the end of the 2012-13 school year. Alternatively AYP targets will be met. Student growth and grade levels to participate in this goal. All students will benefit from added support of school educational programs.	Anticipated annual performance growth for each group: All students will meet AYP targets. AP Pass rate will be maintained or improved. Math: Overall: ~15% growth			
	Measures of student progress toward this goal: Performance on state standardized tests, the CA/ESSE student grades, and graduation rates will be evaluated on an annual basis by the faculty and staff to determine the ongoing needs of our student body. The administration and faculty will disaggregate the data to determine the strengths and needs of our educational program.	Grain data to be collected to measure academic gains: CA/ESSE Scores Graduation rates AYP results			School Improvement Funds

SCHOOL GOAL #2	Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	The English department 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. The English department 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. Faculty in our department: English, Math, Social Studies, Science and Career Path and English Language Learners will be trained to use new educational software - Odysseyware (Online Learning)	August to June	Conferences, substitutes	\$5,000	School Improvement Funds
	Teachers will be provided with opportunities for professional growth and development in the areas of high engagement and ESSE strategies for the classroom. Teachers will also receive training on improving writing for English Language Learners. A team of five teachers, including at least 1 math teacher, will participate in an EL workshop hosted by Educational Services.	September to June	Conferences, travel, substitutes	\$2,500	School Improvement Funds
	20 teachers (or more) will be trained to use new educational software - Odysseyware (Online Learning).	September to June		\$3,000	

SCHOOL GOAL #2	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	Reading and Intervention Classes will be provided before and after school. Field trip will be made available to enhance the educational experience of students. Transportation and admission fees will be paid for as is appropriate. Teachers will be provided with opportunities to collaborate in an effort to produce lessons and units of study. Furthermore, teachers are encouraged to collaborate in order to discuss the progress of various the module, methods and to plan educational interventions when appropriate. This could may be provided to enhance the educational experience and collaboration. The math department will review placement in courses according to grades, placement tests, in order recommendations and CST and CHSSE scores, where appropriate, to ensure success in their placement to college placement. Zebra test scores will be used to identify students that may be eligible for programs such as AP/IB, honors, and AP as well as remedial programs. Local department members of all benchmark assessments and distribution of essential standards at the beginning of the school year. Math department members will review benchmark tests and recommend revisions so that they are procedurally sound for completion being taught. Math department will review and analyze benchmark results three times a year to 1) identify areas of concern, 2) identify areas of intervention need and 3) adjust teaching practice and instruction. Three AP/IB teachers will attend summer institute and trainings.	September to June September to June	Hourly pay for tutors materials transportation, buses, Snacks, and hours outside the regular work day	\$8,000 \$2,000 \$1,000	School Improvement Funds
	Local department members of all benchmark assessments and distribution of essential standards at the beginning of the school year. Math department members will review benchmark tests and recommend revisions so that they are procedurally sound for completion being taught. Math department will review and analyze benchmark results three times a year to 1) identify areas of concern, 2) identify areas of intervention need and 3) adjust teaching practice and instruction. Three AP/IB teachers will attend summer institute and trainings.	May 6, June, August 6 September April to June	Hourly pay for tutors materials transportation, buses, Snacks, and hours outside the regular work day	\$1,000 N/A	N/A
	Local department members of all benchmark assessments and distribution of essential standards at the beginning of the school year. Math department members will review benchmark tests and recommend revisions so that they are procedurally sound for completion being taught. Math department will review and analyze benchmark results three times a year to 1) identify areas of concern, 2) identify areas of intervention need and 3) adjust teaching practice and instruction. Three AP/IB teachers will attend summer institute and trainings.	As per school by benchmark test schedule September to June	N/A	N/A	N/A

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VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	Based on conclusions from Analysis of Program Components and Student Data page) Student performance groups will decrease the number of students not reaching proficient by 10% in order to achieve State-Honor status, an alternative means of achieving AYP. Student groups and grades listed to participate in this goal: Significant subgroups: African American, English Language Learners, Hispanic, Students with Disabilities, and Socio-Economically Disadvantaged students. Anticipated annual performance growth for each group: ELA - High/Low performing subgroup - 10% English Learner subgroup - 10% African American subgroup - 10% SED subgroup - 10% Math - High/Low performing subgroup - 10% English Learner subgroup - 10% African American subgroup - 10% SED subgroup - 10% The goal is for all students to meet the AYP, pass the CHSSE and achieve proficiency in tested subject areas. Means of evaluating progress toward this goal: Analysis of disaggregated test scores and passage rate of the CHSSE. Group data to be collected to measure academic gains: A.Y.P., CHSSE passage rate, disaggregated state test results	September to June	Teacher assistants, Virtual math, Supplemental materials	\$0	

SCHOOL GOAL #3	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	Based on conclusions from Analysis of Program Components and Student Data page) Student performance groups will decrease the number of students not reaching proficient by 10% in order to achieve State-Honor status, an alternative means of achieving AYP. Student groups and grades listed to participate in this goal: Significant subgroups: African American, English Language Learners, Hispanic, Students with Disabilities, and Socio-Economically Disadvantaged students. Anticipated annual performance growth for each group: ELA - High/Low performing subgroup - 10% English Learner subgroup - 10% African American subgroup - 10% SED subgroup - 10% Math - High/Low performing subgroup - 10% English Learner subgroup - 10% African American subgroup - 10% SED subgroup - 10% The goal is for all students to meet the AYP, pass the CHSSE and achieve proficiency in tested subject areas. Means of evaluating progress toward this goal: Analysis of disaggregated test scores and passage rate of the CHSSE. Group data to be collected to measure academic gains: A.Y.P., CHSSE passage rate, disaggregated state test results	September to June	Teacher assistants, Virtual math, Supplemental materials	\$0	

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SCHOOL GOAL #3	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development) Provide computers, software, and supplemental resources specific to language development for EL/D and all students	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	Biannual Evidence Reviewer will assist in student conferences and Spanish translations during meetings and student interventions.	September to June	Hourly pay	\$2,000	School Improvement Funds
	Teacher mentors and intervention providers will be provided to Long Term English Language Learners in ELA and Mathematics to assist in setting and collaboration sessions to improve instruction for EL students. Participating teachers will provide training to other faculty at staff meetings.	September to June	Hourly pay, materials	\$10,000	TSA III Funds
	Teachers will look at data on long term English language learners to identify students that are at risk of dropping out of school. Teachers will attend six training and collaboration sessions to improve instruction for EL students. Participating teachers will provide training to other faculty at staff meetings.	August to June	Conference transportation, substitute, lodging, teacher aides	\$8,000	School Improvement Funds
	Teachers will look at data on long term English language learners to identify students that are at risk of dropping out of school. Teachers will attend six training and collaboration sessions to improve instruction for EL students. Participating teachers will provide training to other faculty at staff meetings.	November - June	Conference transportation, substitute, lodging, teacher aides	\$0	School Improvement Funds
	Teachers will look at data on long term English language learners to identify students that are at risk of dropping out of school. Teachers will attend six training and collaboration sessions to improve instruction for EL students. Participating teachers will provide training to other faculty at staff meetings.	October - February	Hourly pay for EL students	\$0	School Improvement Funds

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4
(Based on conclusions from Analysis of Program Components and Student Data pages)
Reduce the percentage of students in the 5th grade who fall one or more courses from 28% to 24% by the end of the 2012-2013 school year.
Student groups and grade levels to participate in this goal:
Students in 5th grade
Means of evaluating progress toward this goal:
Final grades

Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
August to June	Hourly pay, materials	\$10,000	TSA III Funds
September to June	Hourly pay	\$2,000	School Improvement Funds
September to October	Teacher salary (0.2 class release), class release, development for teacher	\$3,000	School Improvement Funds
October to June	Hourly pay for teachers (12 hours per week), materials for 0075	Up to \$20,000	School Improvement Funds
October to June	Hourly pay for teacher	Up to \$8,000	CCEF Grant

SCHOOL GOAL #4	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development) As students earning marks below a C- at any grading mark will receive counseling from an academic counselor. Teachers and counselors will meet with students and counselors about students in danger of being and dropping out of school. Counselors and administrators will make presentations about the importance of passing classes to all students. The Link Crew Freshman support program will be expanded to provide mentoring and support to 300 grade students throughout the school year. This previously extra-curricular activity will be formalized as a "sponsored class." Peer tutoring will be available to 5th grade students after school every day and twice each week at before school. 5th grade students will be encouraged to attend. Athlete Support Program will be implemented (A.A.) to provide academic support and guidance to student athletes in danger of eligibility to participate in sports (up to below 4.0). Teacher coaches will meet with students weekly to assist with organization and provide tutoring to students in danger of being dropped.	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	As students earning marks below a C- at any grading mark will receive counseling from an academic counselor.	Early 5 week grading period			
	Teachers and counselors will meet with students and counselors about students in danger of being and dropping out of school.	September to October	Teacher salary (0.2 class release), class release, development for teacher	\$3,000	School Improvement Funds
	Counselors and administrators will make presentations about the importance of passing classes to all students.	September to October	Teacher salary (0.2 class release), class release, development for teacher	\$3,000	School Improvement Funds
	The Link Crew Freshman support program will be expanded to provide mentoring and support to 300 grade students throughout the school year. This previously extra-curricular activity will be formalized as a "sponsored class."	September to October	Teacher salary (0.2 class release), class release, development for teacher	\$3,000	School Improvement Funds
	Peer tutoring will be available to 5th grade students after school every day and twice each week at before school. 5th grade students will be encouraged to attend.	October to June	Hourly pay for teachers (12 hours per week), materials for 0075	Up to \$20,000	School Improvement Funds
	Athlete Support Program will be implemented (A.A.) to provide academic support and guidance to student athletes in danger of eligibility to participate in sports (up to below 4.0). Teacher coaches will meet with students weekly to assist with organization and provide tutoring to students in danger of being dropped.	October to June	Hourly pay for teacher	Up to \$8,000	CCEF Grant

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #6	Actions to be Taken to Reach This Goal	Start Date	Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
19 of 30	<p>(a) Teaching and Learning: Consider all appropriate dimensions (Instructional Development) Increase student involvement at UCCSU. Consider all appropriate dimensions (Instructional Development) classroom presentations and direct information rights.</p> <p>All staff will be encouraged to serve as mentors to students and classes in an effort to promote college going culture. Mentoring will include but not be limited to: sharing college entrance information, providing information on college entrance requirements, providing information on participating in college promotional activities such as CollegeView, The College Fair and College Fair. Teachers and counselors will identify and recommend students that are capable of pursuing a rigorous course schedule, including Honors and AP classes.</p> <p>CCNS will continue to offer a wide variety of AP and Honors classes, expanding the number of classes to include the emerging needs of the student body.</p> <p>The AP/D Site Team will identify students in the middle that demonstrate academic proficiency and whose parents have not completed college. These students will be offered an opportunity to apply to the AP/D program and receive mentorship via the AP/D website throughout high school.</p>	September to June	September to June	Materials copies, \$0	\$3,000	School Improvement Plan
		February	February	Printing materials, hourly pay, student materials for AP/D	\$0	
		April-May	April-May	Printing materials, hourly pay, student materials for AP/D, materials costs, honorarium, travel, and/or transportation and lodging, LACOE fees, and other miscellaneous expenses	\$15,000	School Improvement Funds
		October	October	Printing materials, hourly pay for AP/D	\$0	

The PSAT and PLAN tests will be offered at CCNS for all students. Counselors and teachers will

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SCHOOL GOAL #7	Actions to be Taken to Reach This Goal	Start Date	Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	<p>(a) Teaching and Learning: Consider all appropriate dimensions (Instructional Development) Increase student involvement at UCCSU. Consider all appropriate dimensions (Instructional Development) classroom presentations and direct information rights.</p> <p>All staff will be encouraged to serve as mentors to students and classes in an effort to promote college going culture. Mentoring will include but not be limited to: sharing college entrance information, providing information on college entrance requirements, providing information on participating in college promotional activities such as CollegeView, The College Fair and College Fair. Teachers and counselors will identify and recommend students that are capable of pursuing a rigorous course schedule, including Honors and AP classes.</p> <p>CCNS will continue to offer a wide variety of AP and Honors classes, expanding the number of classes to include the emerging needs of the student body.</p> <p>The AP/D Site Team will identify students in the middle that demonstrate academic proficiency and whose parents have not completed college. These students will be offered an opportunity to apply to the AP/D program and receive mentorship via the AP/D website throughout high school.</p>	September to June	September to June	Materials copies, \$0	\$3,000	School Improvement Plan
		February	February	Printing materials, hourly pay, student materials for AP/D	\$0	
		April-May	April-May	Printing materials, hourly pay, student materials for AP/D, materials costs, honorarium, travel, and/or transportation and lodging, LACOE fees, and other miscellaneous expenses	\$15,000	School Improvement Funds
		October	October	Printing materials, hourly pay for AP/D	\$0	

The PSAT and PLAN tests will be offered at CCNS for all students. Counselors and teachers will

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VII. Annual Year-End Evaluation of School Plan Objectives

Culver City High School **Comprehensive School Plan**
School **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

The percentage of students scoring at the proficient or advanced level in ELA will increase from 74% to 78% by the end of the 2011-12 school year as measured by the California Standards Test.

Met / Not Met / Not Measurable
 Not met

Narrative Explanation for each objective not met:
 Goal #1 - While our schoolwide performance in ELA 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 - Hispanic/Latino and English Learner subgroups did not meet performance targets in ELA. English Learners continue to be a priority for COHS. It is expected that improved performance by English Learners will also impact the performance of Hispanic/Latino students. Math targets were not met by English Learners or Hispanic/Latino subgroups. This continues to be an area of focus.
 Total number of School Plan Objectives: 5
 Total number of School Plan Objectives met: 3
 Percentage of School Plan Objectives met: 60%

The percentage of students scoring at the proficient or advanced level in math will increase from 64.7% to 70% by the end of the 2011-12 school year as measured by the California Standards Test.

Met

English

A. The percentage of Hispanic students scoring at the proficient or advanced level in ELA will increase from 64.5% to 68% by the end of the 2011-12 school year.
 Actual Performance for 2012 - 67%.

A. Not met
 B. Not met
 C. Not met
 D. Not met
 E. Met

B. The percentage of English Learners scoring at the proficient or advanced level in ELA will increase from 42.5% to 49% by the end of the 2011-12 school year.
 Actual Performance for 2012 - 34.8%.

Math

C. The percentage of EL students scoring at the proficient or advanced level in Math will increase from 54.2% to 60% by the end of the 2011-12 school year.
 Actual Performance for 2012 - 51.6%.

D. The percentage of Hispanic students scoring at the proficient or advanced level in Math will increase from 64.5% to 69% by the end of the 2011-12 school year.
 Actual Performance for 2012 - 62.3%.

E. The percentage of Socio-Economically Disadvantaged students scoring at the proficient or advanced level in Math will increase from 55.0% to 60% by the end of the 2011-12 school year.
 Actual Performance for 2012 - 62.6%.

Met

To allow more students and teachers to have access to effective researched based software and technology tools that will result in higher achievement, the goal is to increase by 20% computers by the end of the 2011-12 school year.

Met

The UCC/CSU A-G completion rate will increase from 37% to 40% by the end of the school year thereby increasing the number of students eligible to attend a four year university upon graduation.

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Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP														
	All Students				White				African-American				Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	1718	1,683	1,621	337	353	358	412	399	365	188	183	191			
Growth API	803	812	821	853	866	876	777	782	787	883	881	891			
Base API	775	804	811	837	854	864	739	779	780	863	882	881			
Target	5	A	A	A	A	A	5	5	5	A	A	A			
Growth	28	8	10	16	12	12	38	3	7	20	-1	10			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes			

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP														
	Hispanic				English Learners				Economically Disadvantaged				Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	658	666	634	294	277	275	633	701	633	119	122	116			
Growth API	766	775	782	702	695	703	767	770	776	555	580	585			
Base API	741	767	774	666	705	694	737	770	769	511	568	578			
Target	5	5	5	7	5	5	5	5	5	14	12	11			
Growth	25	8	8	46	-10	9	30	0	7	44	22	7			
Met Target	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	792	749	642
Percent with Prior Year Data	100	100	99.8
Number in Cohort	792	749	641
Number Met	503	409	424
Percent Met	64	54.6	66.1
NCLB Target	53.1	54.6	56.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
Number in Cohort	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
	593	374	583	326	576	242
Number Met	163	213	169	160	190	128
Percent Met	27.5	57	29	49.1	33.0	52.9
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English Language Arts	Yes	Yes	Yes
Met Participation Rate	(pending)	No	No
Met Percent Proficient or Above	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met Participation Rate	No	No	No
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	ENGLISH LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	98	100	99	98	99	99	99	100	99	95	100
Number	389	419	391	99	96	104	95	98	77	46	54	46
Percent	65.2	73.6	74.5	81.8	83.5	86.7	63.3	71.5	70.0	78.0	81.8	83.6
ESIMS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	98	98	100	97	99	99	99	98	100	99	83	100
Number	131	139	148	33	37	32	123	137	151	6	18	8
Percent	54.4	64.7	67.0	30.8	42.5	34.8	53.7	62.3	66.8	15.4	38.3	22.9
ESIMS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	No	Yes	Yes	No	No	Yes	Yes	No	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	97	100	98	98	99	97	96	100	100	95	100
Number	375	367	378	89	96	105	82	87	70	52	52	48
Percent	62.7	64.7	72.0	74.2	74.8	86.6	55.0	63.0	63.6	86.7	78.8	87.3
ESIMS	58.0	68.5	78.0	58.0	68.5	78.0	58.0	68.5	78.0	58.0	68.5	78.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	97	100	99	98	100	99	98	100	93	81	100
Number	135	115	137	35	38	48	124	121	142	9	11	8
Percent	55.6	54.2	62.3	32.1	44.2	51.6	54.1	55.0	62.6	24.3	23.9	22.9
ESIMS	58.0	68.5	78.0	58.0	68.5	78.0	58.0	68.5	78.0	58.0	68.5	78.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	No	Yes	Yes	No	Yes	Yes	No	No	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
#	%	#	%	#	%	#	%	#	%	#	
9	2	6	19	54	11	31	3	9			35
10	2	6	21	60	9	26	1	3	2	6	35
11	2	8	11	42	6	23	2	8	5	19	26
12	2	10	8	40	8	40	2	10			20
Total	8	7	59	51	34	29	8	7	7	6	116

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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 assessments 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 new/round 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 (NCLB)

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

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
Three of the four CCHS administrators have completed AB 430 training which pertains to SBE adopted instructional materials.
 5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 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.
 6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
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. The Galileo Initiative implemented throughout CCUSD focuses on using data gathered from interim benchmark assessments to inform timely classroom interventions.
 7. 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.
 8. Teacher collaboration by grade level (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
9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
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.
 10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
The instructional program at CCHS adheres to the recommended instructional minutes for all courses
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11. Lesson pacing schedule (EPC)
Teachers of like courses have developed pacing guides to ensure consistency of instruction.
 12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
All CCHS students have access to standards-based instructional materials that are appropriate for all student groups.
 13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)
Textbooks and other materials are standards-aligned.
- Opportunity and Equal Educational Access
14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
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.
 15. Research-based educational practices to raise student achievement at this school (NCLB)
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.
 16. Opportunities for increased learning time (Title I SWP and P1 requirement)
CCHS offers extensive before and after school tutoring programs in English, math, science, social studies, and Spanish. We also provide an organizational workshop and test prep classes.
 17. Transition from preschool to kindergarten (Title I SWP)
N/A
- Involvement
18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
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 or 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.
 19. Strategies to increase parental involvement (Title I SWP)
Parents are notified of English Language Advisory and other school site meetings through a variety of means including written notes, phone calls, and marquee postings. Recorded messages are sent to parents in English or Spanish, and Parent Newsletters are mailed to each home in English or Spanish.
 20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)
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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 SP/SA plan is reviewed and approved by ELAC.

Funding

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

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.

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensation Education Purpose: Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$172,040
<input type="checkbox"/> High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library/Improvement Program Block Grant Purpose: Improve library and other school programs.	\$167,980
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety.	\$
<input type="checkbox"/> Tobacco Use Prevention Education Purpose: Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): Discretionary Block	\$
Total amount of state categorical funds allocated to this school	\$207,451

Federal Programs under No Child Left Behind (NCLB)		Allocation
[]	Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
[]	Title I, Part D, Delinquent Purpose: Supplement instruction for delinquent youth	\$
[]	Title I, Part A, Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$
[]	Title I, Part A, Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
[]	Title I, Part A, Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
[]	Title II, Part A, Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
[]	Title II, Part D, Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
[]	Title III, Part A, Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
[]	Title IV, Part A, Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	\$
[]	Title V, Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	\$
[]	Title VI, Part B, Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs	\$
[]	Other Federal Funds (list and describe)(42)	\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$207,481

(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - Recommendations and Assurances (Culver City High School)

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

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

- [] State Compensatory Education Advisory Committee _____ Signature _____
- [X] English Learner Advisory Committee _____ Signature _____
- [] Special Education Advisory Committee _____ Signature _____
- [] Gifted and Talented Education Program Advisory Committee _____ Signature _____
- [] District/School Liaison Team for schools in Program Improvement _____ Signature _____
- [] Compensatory Education Advisory Committee _____ Signature _____
- [] Departmental Advisory Committee (secondary) _____ Signature _____
- [] Other committees established by the school or district (list):
Leadership Team _____ Signature _____

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: _____

Attested:

Dylan Ferris

Typed Name of School Principal

Signature of School Principal

Date

Michael Marsh

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix E - Home/School Compact

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

Student Pledge:

- I realize that my education is important. I know that I am the one responsible for my own success and that I must work hard to achieve it. I agree to do the following:
- Attend school every day and arrive on time to all my classes.
- Follow all school and classroom rules and regulations including the hat and electronics policies. I will comply with the school dress code.
- Put my best effort into my work.
- Complete homework and class work on time.
- Seek help from teachers and counselors and attend tutoring when having academic difficulties or receiving a grade of D or F.
- Make informed decisions, set goals and take action to meet requirements for graduation.

Parents Pledge:

- I realize that my child's education is important. I understand that my participation will help my child's achievement and attitude. I agree to do the following:
- See that my child attends school every day and arrives on time. I will provide a quiet place for my child to study at home.
- Ensure that my child completes his/her homework.
- Attend school activities such as Back-to-School Night, Open House, parent conferences and informational meetings.
- Understand the school's discipline, dress code and attendance policies.
- Assist my student in making informed decisions, setting goals and taking action to meet requirements for graduation.

Staff Pledge:

- I understand the importance of education and I acknowledge my duties as a teacher and role model. I agree to do the following:
- Clearly communicate class work and homework expectations.
- Teach grade level skills, concepts, and the California Content Standards. I will return student work in a timely manner.
- Regularly communicate with students and parents to support student achievement.
- Strive to be aware of the individual needs of students.
- Provide a safe and positive learning environment for my students.
- Challenge students with rigorous coursework.

Appendix F - School Site Council Membership: Culver City High School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Farris, Dylan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chappman, Jon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fornin, Mariah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greenberg, Denise	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marsh, Michael (Chairperson)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fernman, Januart	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Richardson, Dan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yen, Joan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gardner, Leslie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Silva, Linda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jones, Kelli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reichel, Jody (Parliamentarian)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Silva, Linda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Handler, Sarah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joseph, Absatala	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Silva, Madeline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Syed, Bethool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	6	1	4	4

(43) At alternative schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) the 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

Culver Park High School

School Name

1964441932656

CDS Code

Date of this revision: October 31, 2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal 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
Telephone Number: 310-842-4200 ext. 3600
Address: 4601 Etienda Street, CP Annex
Culver City CA 90230
E-mail Address: veronicamontes@ccusd.org

Culver City Unified School District

School District

Superintendent: David LaRose
Telephone Number: (310) 842-4220
Address: 4034 Irving Place
Culver City, CA 90232-2848
E-mail Address: davidlaRose@ccusd.org

The District Governing Board approved this revision of the School Plan on _____.

The site has agreed to the centralization of Economic Impact Aid to be utilized for site based services.

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.

II. School Vision and Mission

CULVER PARK HIGH SCHOOL VISION STATEMENT

The vision of CPHS 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 MISSION STATEMENT

The mission of CPHS 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

III. 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 \$800,000, 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 relinquished portion of an older elementary school in the district to newer buildings 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 Vanice Family Clinic. The Jewish Community Foundation and Sony Pictures both support the arts programs in the school. Sony Pictures and the school district, along with a generous grant from CCEF, are providing The Heart Project, a Los Angeles nonprofit arts education organization that brings professional artists to alternative high schools, including CPHS.

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.

According to the California Basic Educational Data System (CBEDS) report dated October 2012, the student population is: 58% Hispanic, 23% African-American, 12% Caucasian, 0% Pacific Islander, 5% Asian, and 2% Multiple or no response. Currently, English Language Learners are 23% of our student population.

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.

Significant Changes

Positive School Climate:
Student council meets weekly to plan events and discuss ways to improve the school. A student representative attends each board meeting to provide information regarding CPHS.

Improved Home/School Communication:
CPHS has a page on the CCUSD website that parents can access for information on upcoming events at the school, such as "Back to School Night" and "Open House." CCUSD will produce at least two newspapers a year through Culver Currents to provide Culver City residents with information about what is going on in the schools. CPHS has an article published each time. CPHS staff calls home daily to follow up on absences. Teachers call parents regularly to report positive student progress.

Heart Project
 The Heart Project is a Los Angeles nonprofit arts education organization that brings professional artists to alternative high schools to work with students. This year students will be presenting their artwork publicly at LACMA, The Audy National Center and the UCLA Hammer Museum. Students who succeed in the advanced level are eligible for scholarships to art colleges.

New Information

- New site is in closer proximity to the high school.
- New principal and counselor hired and began in September
- CLARE Foundation teaches a Drug & Alcohol Prevention program weekly.
- Counseling interns from the Culver City Health Center have started individual/group counseling.
- The ROP Retail Marketing/Work Experience class meets once a week and internships for the students have been established at the Westfield Mall
- The ROP counselor will be on campus every Tuesday to assist students with career planning.
- K-9 Connection will come twice this year for three weeks each to bring together teenagers and shelter dogs in an effort to help both succeed.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

B. Surveys

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 ES/LRS 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
- Scaffolded 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 ES/LRS 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 CSTs
- 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

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

C. Classroom Observations

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 presentations in front of the class at the conclusion of their course work. Computers and printers are provided in every classroom.

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

D. Student Work and School Documents

The principal has a meeting with each new student and his/her parent(s) prior to enrollment. The workings of a continuation school are explained and the expectation of completing two classes per period per semester is instilled. If a student works steadily in class, it is realistic for him/her to complete a course in nine weeks. The principal also explains that the reason students are dismissed at 12:30 p.m. is so they have time during the day to attend alternative credit-building programs. Additional programs on campus and resources are provided.

CPHS has had a School Safety Plan in effect since 1997. The plan is updated yearly. For 2012-13 the plan has the following components and goals:

Component #1 - School Climate

Goal #1 - Create an environment that encourages positive interaction between students and all faculty and staff members.

Goal #2 - Create a discipline plan that all stakeholders understand as being fair, firm, and consistent.

Goal #3 - Create a schoolwork that is both engaging and rigorous so that students are well prepared and take some ownership in their learning. This goal aims at making the instruction diverse so that ALL students have an equal opportunity to acquire the necessary content material.

Goal #4 - Create a learning environment that promotes healthy, drug free living. The intent is to educate the whole student and to offer programs that will help them improve themselves.

Component #2 - Physical Environment

Goal #1 - Create and maintain a campus that is clean, and beautiful. Ultimately, this will give students a sense of pride in their campus.

Goal #2 - Create a safe environment that is conducive to learning and a place where students feel comfortable to take risks and grow into productive young citizens.

Goal #3 - Identify, reduce, and eliminate bullying in the school as part of the district's Anti-Bullying Initiative.

CPHS follows the CCUSD Discipline Guide.

The Parent/Student Handbook is updated yearly and given to each family during registration. Parents and students are required to return a signed acknowledgement form that states that they have read and fully understand and support the information in the handbook. The handbook provides families with the rules and regulations of the school.

**V. 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.

In evaluating the results of the California Standards Test (CST), data over the last five years, certain findings are evident and inferences can be drawn. There has been a significant increase in the number of students taking the test in the last couple of years, which helps with data collection and discerning a pattern. The first time that the 10th grade results can be considered statistically significant is for the 2008-09 school year. The 11th grade students scores go up and down, but most fall below average. This inconsistency shows no trend.

The statistical lack of progress as measured by the CST is due mainly to students' attitude towards the test. They see the test as having no relevance and therefore, they have no incentive to do well. The principal is currently discussing motivators with district administration, such as: giving community service hours and/or credit to students for a strong test performance. There is a possibility that if students demonstrate subject mastery by scoring in the advanced or proficient range, they will be able to earn credit in that subject.

CPHS uses the Alternative Schools Accountability Model (ASAM) School Report to evaluate performance level achieved. The three indicators selected by the school for yearly comparison 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 reached through pre and post-assessments administered locally using the Renaissance STAR Reading. The ASAM School Report is the most accurate reflection of the school's performance in regards to measuring students' improvement in reading, attendance, and behavior.

CREDIT DEFICIENCIES

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.

VI. Planned Improvements in Student Performance (continued)

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 aiming to meet and/or exceed AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL #1 (Based on conditions from Analysis of Program Components and Student Data page)</p> <p>PERFORMANCE GAP When ELA CST results indicate an upward trend in student performance, the majority of students tested are still scoring below basic or far below basic.</p> <p>GOAL: By June 2013, student achievement on the CST/ELA will increase by 5%.</p>		<p>Anticipated annual performance growth for each group: Steady yearly increase in the percent of questions answered correctly on the ELA CST Group data to be collected to measure academic gains: ELA CST results</p>
<p>Means of evaluating progress toward this goal: Teacher observations of written work, projects, and presentations.</p>		

SCHOOL GOAL #1	Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>6.A. Teaching Content at appropriate depth/level (Developmental) Secondary will print a copy of each 10th & 11th grade student previous year's ELA CST results</p>	<p>During weekly staff meeting, teachers and principal will review student scores to identify areas of focus and develop plan for intervention</p>	11/1/12 11/30/12	None	\$0	None
	<p>Administrator & teachers will research and/or attend PD focused on working with EL students</p>	September - April	Schedule Workshops, Project Workshops, Seminars	\$1000 \$1500	District PD funds School Improvement Fund
<p>6.B. Instructional Materials Instructional materials will be available for teachers to order, including educational software.</p>	<p>Instructional materials will be available for teachers to order, including educational software.</p>	Ongoing	None	\$0	None
	<p>Instructional materials will be available for teachers to order, including educational software.</p>	Ongoing	None	\$0	None
<p>6.C. Instructional Strategies Instructional strategies will be available for teachers to order, including educational software.</p>	<p>Instructional strategies will be available for teachers to order, including educational software.</p>	Ongoing	None	\$0	None
	<p>Instructional strategies will be available for teachers to order, including educational software.</p>	Ongoing	None	\$0	None

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #2 Based on conclusions from Analysis of Program Components and Student Data pages) SUBJECT AREA: Writing Skills PERFORMANCE GAP: Both self-study ELA/CHSEE writing results indicate that students' ability to communicate through writing is low schoolwide. GOAL: By June 2012, the number of students scoring a minimum of 3 on CHA/SEE/ELA writing portion will increase by 5%.</p>		<p>Anticipated annual performance growth for each group: Steady yearly increase in student writing scores for CHA/SEE ELA writing portion. Group data to be collected to measure academic gains: English Language Arts test results from the writing portion of the CHA/SEE will be analyzed.</p>
<p>Student groups and grade levels to participate in this goal: All students in grades 10, 11, 12</p>		
<p>Means of evaluating progress toward this goal: Teacher assessments of written work, projects, and presentations</p>		

SCHOOL GOAL #2	Actions to be Taken to Reach This Goal (i.e., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	Secretary will make a copy of each student test results who have not passed the ELA/CHSEE	11/2/12 11/8/12	None	\$0	
	During weekly staff meeting, teachers and principal will review student scores to identify areas of focus and develop goals to intervention	Ongoing	None	\$0	
	English Language Arts teachers will continue to be analyzed & supported by staff	Ongoing	None	\$0	
	English Language Arts teachers will continue to be analyzed & supported through the	Ongoing	None	\$0	
	increase the use of technology to teach writing techniques, including online programs	Ongoing	Programs	\$2000	School Improvement
	Administrator & teachers will research and attend professional development workshops	September - April	Substitutes	\$1000	Budget
	Teachers in all disciplines will provide students with clear writing prompts for essays & will include definitions as part of their course requirements.	Ongoing	None	\$0	Deficit PD Funds

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VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #3 Based on conclusions from Analysis of Program Components and Student Data pages) SUBJECT AREA: Basic Math PERFORMANCE GAP: The findings of the CST/S Self-Study are that basic math skills are low schoolwide and beginning with the Class of 2014, local graduation requirements include 3 years of multi-algebra completion. GOAL: By June 2013, student achievement on the basic math post test as measured by an increase of 10% on questions answered correctly.</p>		<p>Anticipated annual performance growth for each group: CHA/SEE and math assessment tool of questions answered correctly on the CST. Group data to be collected to measure academic gains: Math test results from the CST, CHA/SEE, and math assessment tool</p>
<p>Student groups and grade levels to participate in this goal: All students in grades 10, 11, 12</p>		
<p>Means of evaluating progress toward this goal: Teacher assessments</p>		

SCHOOL GOAL #3	Actions to be Taken to Reach This Goal (i.e., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	All students will be given a basic math assessment	November	None	\$0	
	Results will be analyzed by staff during weekly staff meeting to identify specific areas of focus	11/20/12	None	\$0	
	Intervention workshops will be provided based on specific areas of focus during math class and once a week after school	Ongoing	None	\$0	
	Students will be provided in additional math courses for elective credit, such as: Business Math, Honors Math, and AP Calculus	Ongoing	None	\$0	
	Students will be encouraged to enroll in math courses over the summer at the traditional high school	Spring 2012	None	\$0	
	Teachers will work together in their PLC to review the current math curriculum/practices & investigate research-based strategies that have improved student math performance & implement those strategies	Ongoing	Substitutes so teachers can attend conferences	\$500	School Improvement
	Supplemental materials will be available for teachers to order, including educational software, materials for projects & model responses	Ongoing	Materials	\$1000	Budget
	Data from a variety of sources will continue to be analyzed & reflected on a regular basis by staff	Ongoing	None	\$0	School Improvement

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VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages)</p>					
<p>Student groups and grade levels to participate in this goal:</p>			<p>Anticipated annual performance growth for each group:</p>		
<p>Means of evaluating progress toward this goal:</p>			<p>Group data to be collected to measure academic gains:</p>		
<p>SCHOOL GOAL #4 Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)</p>					
	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	

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VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages)</p>					
<p>Student groups and grade levels to participate in this goal:</p>			<p>Anticipated annual performance growth for each group:</p>		
<p>Means of evaluating progress toward this goal:</p>			<p>Group data to be collected to measure academic gains:</p>		
<p>SCHOOL GOAL #5 Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)</p>					
	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	

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VII. Annual Year-End Evaluation of School Plan Objectives

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

By June 2012, student achievement on the CST/LELA will increase by 8% as measured by a **Met/Not Met/Not Measurable** 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 as measured by a 2% incremental increase on the performance levels.**

By June 2012, the student achievement on the CST/Algebra & Geometry will increase by 8%. **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%

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	22	19	21	4	3	3	1	2	4	0	0	1
Growth API	388	423	584									
Base API	460	387	444									
Target	D	21	18									
Growth	-72	36	150									
Met Target	Yes	Yes	Yes									
PERFORMANCE DATA BY STUDENT GROUP												
PROFICIENCY LEVEL	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	16	14	13	11	2	4	8	11	9	1	0	0
Growth API		421	580						378			
Base API		393	435		405				379			
Met Target												

Appendix A - School and Student Performance Data (continued)

Table 2 -- Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	792	749	642
Percent with Prior Year Data	100	100	99.8
Number In Cohort	792	749	641
Number Met	503	409	424
Percent Met	64	54.6	66.1
NCLB Target	53.1	54.6	55.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2009-10	2010-11	2011-12	
	Years of EL Instruction	Years of EL Instruction	Years of EL Instruction	Years of EL Instruction
	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	593	374	583	326
Number Met	163	213	169	160
Percent Met	27.5	57	29	49.1
NCLB Target	17.4	41.3	18.7	43.2
Met Target	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	(Pending)	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

Appendix A - School and Student Performance Data (continued)

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

PROFICIENCY LEVEL	ENGLISH LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
AYP	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	67	100	100	0	--	--	100	100	--	--	--
Number	--	--	--	--	--	--	--	--	--	--	--	--
Percent	--	--	--	--	--	--	--	--	--	--	--	--
ES/MS	58.8	67.6	78.4	58.8	67.6	78.4	58.8	67.6	78.4	58.8	67.6	78.4
HS	58.8	66.7	77.8	55.6	66.7	77.8	58.8	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

PROFICIENCY LEVEL	ENGLISH LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
AYP	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	--	--	100	--	--	100	100	--	--
Number	--	--	--	--	--	--	--	--	--	--	--	--
Percent	--	--	--	--	--	--	--	--	--	--	--	--
ES/MS	58.8	67.6	78.4	58.8	67.6	78.4	58.8	67.6	78.4	58.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students		White		African-American		Asian		Hispanic		English Learners	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
Participation Rate	50	67	100	100	0	--	--	100	100	100	100	--
Number of Proficient	--	--	--	--	--	--	--	--	--	--	--	--
Percent of Proficient	--	--	--	--	--	--	--	--	--	--	--	--
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	Yes	Yes	Yes	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic		English Learners		Socioeconomic Disadvantage		Students w/Disabilities		Met AYP Criteria		Met AYP Criteria	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
Participation Rate	0	100	100	--	--	100	100	--	--	--	--	--
Number of Proficient	--	--	--	--	--	--	--	--	--	--	--	--
Percent of Proficient	--	--	--	--	--	--	--	--	--	--	--	--
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELD) Data

Grade	California English Language Development Test (CELD) Results for 2011-12									
	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning	Number Tested				
10										
11	1	25	2	50	1	25				
12	2	40	2	40						
Total	3	30	4	40	2	20				

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
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 offices and teachers are willing to fill them out for students upon request. Teachers are always available for parent conferences. CAHSEE and CST's 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 comparison 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 (NCLB)

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. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The Principal of CPHS completed AB430 Training sponsored by the Los Angeles County Office of Education (LACOE), Educational Leadership Programs (ELP), and California Technology Assistance Project (CTAP). One of the goals of this program is to increase administrator's knowledge of the use of state-adopted instructional materials The Single Plan for Student Achievement

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to strengthen teaching and learning to improve student achievement. Module 1 of AB430 includes sessions on textbook adoptions of Holt (Reading/Language Arts) and McDougal-Littell (Algebra).

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 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.

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

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.

7. 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 (BTS/A) program.

8. Teacher collaboration by grade level (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

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

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.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (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 efficacious use of instructional time to provide all students access to English/language arts and Algebra I courses. CPHS uses main and reading interventions to help students gain the skills necessary to pass related components on the California High School Exit Examination (CAHSEE).

11. Lesson pacing schedule (EPC)

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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.

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

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.

13. Use of SBE-adopted and standards-aligned instructional materials, including Intervention materials (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 AB course. Numeracy is a main 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

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

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.

15. Research-based educational practices to raise student achievement at this school (NCLB)

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.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

The school day at CPHS goes from 8:05 a.m. to 12:30 p.m. Except for a 15 minute nutrition break in the middle, the day is all instructional time. The purpose of the shorter day is to make the students' time on campus more productive and to give them additional time outside of school to earn credits toward their high school diploma. Students have the opportunity to take elective classes after school at CPHS, ROP classes at the high school, classes through the Venice Skills Center or adult school, enroll in community college, and/or take courses online.

17. Transition from preschool to kindergarten (Title I SWP)

N/A

Involvement

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

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.

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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.

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

CPHS ensures effective involvement of parents in a supportive partnership to improve student academic achievement through the following activities: sending grade reports and progress reports to parents, scheduling parent conferences as needed at a convenient time for parents, providing parents with access to teachers through email and telephone calls, and making personal phone calls home when a student is absent. In addition to the automated phone call that is generated by the absence.

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

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 makeup 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

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

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.

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Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$6902
<input type="checkbox"/> High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	\$4599
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education): *EIA is being reallocated to centralized services.	\$
Total amount of state categorical funds allocated to this school	\$13,201.00

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe(42))	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$13,201.00

(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - Recommendations and Assurances (Culver Park High School)

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
 - State Compensatory Education Advisory Committee _____ Signature _____
 - English Learner Advisory Committee _____ Signature _____
 - Special Education Advisory Committee _____ Signature _____
 - Gifted and Talented Education Program Advisory Committee _____ Signature _____
 - District/School Liaison Team for schools in Program Improvement _____ Signature _____
 - Compensatory Education Advisory Committee _____ Signature _____
 - Departmental Advisory Committee (secondary) _____ Signature _____
 - Other committees established by the school or district (list): _____ Signature _____
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Veronica Montes

Typed Name of School Principal

Signature of School Principal

Date

Amitha Matilda

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix E - Home/School Compact

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

Student Pledge:

STUDENT PLEDGE: I will

- Be responsible for completely my own class work
- Be responsible for being punctual to and prepared for all classes
- Be responsible for my own behavior and choices
- Ask for help when I need it
- Show respect for all others and the property of others
- Cooperate with teachers and administrators
- Comply with all school rules

Parents Pledge:

PARENT PLEDGE: I will

- See that my student attends school regularly and is punctual
- Encourage positive attitudes about school
- Support the school in its efforts to maintain proper discipline
- Meet with teachers, counselor, and/or principal when needed to discuss my student's progress
- Monitor after-school and home activities which may interfere with progress at school
- Communicate regularly with the school

Staff Pledge:

TEACHER PLEDGE: We will

- Provide information to the parent and student on the student's progress
- Be punctual to class and prepared to teach the day's lesson
- Be aware of what is going on in the classroom and take responsibility for what happens there
- Provide work that is relevant, grade and return it in a timely manner
- Have high expectations for my students
- Respect cultural, ethnic, and racial differences; treat all students fairly
- Respond to parental requests for information in a timely manner

Appendix F - School Site Council Membership: Culver Park High School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Veronica Montes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephanie Bertivi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leslie Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Lanier	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amitha Matilda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tasha Edwards	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courtney Stevens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Eric Ibarra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Amelia Soto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Xochilt Barajas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Guadalupe Ibarra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jane Corey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	4	1	3	3

(43) At elementary schools, the school site council must be composed 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, as presented 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

Culver City Middle School

School Name

19-6444-6057608

CDS Code

Date of this revision: October 5, 2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index, California Education Code sections 41507, 41572, and 64001 and the federal 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
Telephone Number: 310-842-4200
Address: 4601 Elenda St.
Culver City, CA 90230
E-mail Address: jonpearson@ccusd.org

Culver City Unified School District

School District

Superintendent: David LaRose
Telephone Number: (310) 842-4220
Address: 4034 Irving Place
Culver City, CA 90232
E-mail Address: davidlarose@ccusd.org

The District Governing Board approved this revision of the School Plan on .

The site has agreed to the centralization of Economic Impact Aid to be utilized for site based services.

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.

II. School Vision and Mission

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.

CULVER CITY MIDDLE SCHOOL VISION STATEMENT

The vision of Culver City Middle School is to prepare our students to become productive, lifelong learners and responsible citizens.

- 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.

III. School Profile

Culver City Middle School, a 2003-2013 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 1,466 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 Balcena 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, 2011 California Longitudinal Pupil Achievement Data System (CALPADS), our student population is 41% Hispanic, 25% Caucasian, 19% African-American, 11% Asian, 2% Filipino, and 1% Two or More Races. English language learners are 7% of our student population with 16% 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 I School with 42% 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 collaborative endeavor 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 Partner 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 enters 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 wifi. 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.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

The school site council has analyzed the available student performance data for all students, including English learners and students with special needs. The council has also obtained and considered the input of the school community.

Culver City Middle School's Academic Performance Index (API) had risen dramatically over the past six years and we are very pleased with a 30 point growth this past year to reach 859. Also, we are very proud of our progress in closing the achievement gaps - our African-American, Hispanic, and Socio-economically disadvantaged students achieved an API score of 800 or above joining their white and Asian peers in satisfying the state requirement; however, our Hispanic subgroup did not make AYP in math. This year, CCMS made its Adequate Yearly Progress (AYP) under the No Child Left Behind Law (NCLB) in 32 of our 33 Subgroups.

The following is a breakdown of our Subgroup API and the gains that they have made.

Subgroup	API	2011-2012 Growth
African American	835	+40
Asian	942	+6
Hispanic	811	+37
White	919	+23
Socio-Disadvantaged	809	+40
English Learners	747	+53
Students with Disabilities	632	+74

2012 Target in ELA: 78.4%

2012 Target in math: 79%

School-wide percentage of students who met AYP in ELA: 71.4%

School-wide percentage of students who met AYP in math: 63.6%

CCMS made AYP in ELA via Safe Harbor.

CCMS made AYP in math via Safe Harbor.

Student groups performing below performance standards:

EL: The EL students performed below the level of our school-wide population in ELA and math on the California Standards Test (CST); however, they did make Safe Harbor.

Percentage of EL students meeting AYP in ELA: 40.7%

Percentage of EL students who met AYP in math: 41.5%

Special Education: The RSP students performed below the level of our school-wide population in ELA and math on the CST; however, they did make Safe Harbor.

Percentage of Special Education students who met AYP in ELA: 37%

Percentage of Special Education students who met AYP in math: 25.5%

Title I: Title I students performed below the level of our school-wide population in ELA and math on the CST; however, they did make Safe Harbor.

Percentage of Title I students who met AYP in ELA: 60.4%

Percentage of Title I students who met AYP in math: 52.3%

Hispanic: Hispanics performed below the level of our school-wide population in ELA and math on the CST; however, they did make Safe Harbor in ELA.

Percentage of Hispanic students who met AYP in ELA: 60.5%

Percentage of Hispanic students who met AYP in math: 51.9%

B. Surveys

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 of 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.

C. Classroom Observations

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 intervention/enrichment/SSR every Wednesday through Friday. During this time, identified students access Success Maker software to assist them meeting grade level standards in math and ELA, GATE students meet and execute enrichment activities, and most other students 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 is currently working in 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, our math and ELA teachers are being trained in Direct Interactive Instruction (DI) through Action Learning Systems, Inc, which includes a full year of training and coaching (demo, co-plan/co-teach, etc). For the past two years, our ELA department participated in professional development workshops with Carole Farnard which included classroom observations and feedback specific to the strategies presented. Moreover, our ELA department presented these strategies during monthly staff meetings. In addition, teachers have been trained in strategies to improve EL achievement promoted by Dr. Katie Krasnel, 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.

D. Student Work and School Documents

Students produce a variety of work, including labs, reports, research papers, projects, and portfolios. Students also are assessed in more traditional ways, such as quizzes, tests, and Benchmark Assessments.

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

The following statements characterize the status of student achievement and educational practice at this school. The conclusions reached in this section are used to determine improvements described in the following sections of the plan. To characterize the strength of our educational program, elements will be rated as "exceeding," "meeting," or "not meeting."

1. Program Elements and Ranking
1. Use of state and local assessments to modify instruction and improve student achievement (NCLB). - Exceeding
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC). - Meeting
3. Status of meeting requirements for highly qualified staff (NCLB). - Meeting
4. Principals' Assembly Bill (AB)75 training on State Board of Education (SBE) adopted instructional materials (EPC). - Meeting
5. Sufficiency of credentialized teachers and teacher professional development. -Exceeding
6. Alignment of staff development to content standards, assessed student performance and professional needs (NCLB). -Exceeding
7. Ongoing instructional assistance and support for teachers (EPC). -Exceeding
8. Teacher collaboration by grade level (EPC). - Meeting
9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB). -Exceeding
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC). - Meeting
11. Lesson pacing schedule (EPC). -Exceeding
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB). -Exceeding
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC). - Exceeding
14. Services provided by the regular program that enable underperforming students to meet standards (NCLB). - Meeting
15. Research-based educational practices to raise student achievement at the school (NCLB). -Exceeding
16. Opportunities for increased learning time (Title I, SWP, and PI requirements). - Meeting
17. N/A
18. Resources available from family, school, district, and community to assist under-achieving students (NCLB). - Exceeding
19. Strategies to increase parental involvement (Title I, SWP). - Meeting
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementing, and evaluation of consolidated application programs (5 CCR 3992). -Exceeding

V. 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.
- Limited number of intervention programs in use during "intervention" time.
- Need for a greater use of high engagement and SDAIE strategies implemented in all classrooms that support an increase in achievement for every student.

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 Gallieo Benchmark 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 - 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 - 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.

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

Revise curricular plans to address the needs of all students.

Utilize instructional aides for targeted instruction.

Provide technology to improve classroom instruction, provide intervention and enrichment opportunities, 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, Direct Interactive Instruction, best practices, etc.

Continue to encourage writing across curriculum.

Providing regular communication between home and school.

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

Enhance 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.

SCHOOL GOAL #1	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	See Council Title 1 and ELAC at the end of the 2012-13 school year. Evaluation will be based on data acquired from CalDEA Benchmark Assessment, Success Maker report, 2012 CST data, and academic grades and BE surveys. Students, teachers, and parents will be surveyed for their perceptions of the quality of the program. The AVP targets will be met through the following: Federal implementation for year 2 (2012-2013) Administration will conduct frequent "walk throughs" to assure strategies learned in Professional Development are implemented.	2013 September, 2012 - June, 2013	Educational Services 0	0	District Title I funds
		September, 2012 - 2013	Administration	0	NA

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VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	Based on conclusions from Analysis of Program Components and Student Data pages) 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, "Advanced" in math. Additionally, the AVP targets will be met through the following: Student groups and grade levels to participate in this goal: Special Education students Grade 6, 7, 8 Means of evaluating progress toward this goal: School Records Success Maker Reports CST scores	September, 2012 - June, 2013	Administrative Services 0	0	District Title I funds
		September, 2012 - 2013	Administration	0	NA

SCHOOL GOAL #2	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	Consider all appropriate dimensions Staff including caregivers, parents, community, transportation and parents will determine academic grades, and other relevant assessments. Specialized provide ongoing instruction for each student and they will use the information to inform their instruction including peer-teaching and in teaching standards not presented.	September, 2012 - June, 2013	Special education 0	0	NA
	All staff will work under the supervision of a certified personnel. They will work closely with students for a minimum of 80% of the time. An individual will be spent 50% more than 20% of the time on individual students.	September, 2012 - June, 2013	Special education 0	0	NA
	An individualized Education Plan (IEP) is developed for each Special Education participant by personnel who are appropriate personnel. Common monitoring and adjustment are made based on the progress of the student. All staff members that work directly with the student will be aware of the child's IEP goals and will work collaboratively to support the student in achieving the goals of the IEP.	September, 2012 - June, 2013	Administrative, counselor 0	0	NA
	Special education students will be assigned, as defined by their IEP, and supported with instructional aides.	September, 2012 - June, 2013	Administrative, teacher, aides	0	NA
	Teachers will provide differentiated instruction that will accommodate and modify curriculum to address unique needs of students.	September, 2012 - June, 2013	Teachers	0	NA
	Teachers and other maintenance learning program and communication software as part of the Single Plan for Student Achievement	September, 2012 - June, 2013	Teachers	\$500	31

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SCHOOL GOAL #2	Adopt to be Taken to Reach This Goal (i.e., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Learning Center to support our Special Education students in meeting grade level standards. Continue to implement Learning Center model where Special Education students enroll in general education classes for core academic subjects and access the Learning Center during support meetings. IEP goals and grade level standards.		2013 September, 2012 - June, 2013	Teachers	0	na

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3	Adopt to be Taken to Reach This Goal (i.e., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Based on conclusions from Analysis of Program Components and Student Data pages: The percentage of students scoring at the proficient or advanced level in math, including all significant subgroups will increase from 63.6% to 80.5% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in science will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in reading will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in writing will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in social studies will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in art will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in music will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in physical education will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in foreign language will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in career and technical education will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in health and safety will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in life skills will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in self-management will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in social skills will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in self-awareness will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in self-management will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in social skills will increase from 50.0% to 60.0% by the end of the 2012-13 school year. The percentage of students scoring at the proficient or advanced level in self-awareness will increase from 50.0% to 60.0% by the end of the 2012-13 school year.	2013 September, 2012 - June, 2013	Teachers	0	na	

SCHOOL GOAL #3	Adopt to be Taken to Reach This Goal (i.e., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Means of evaluating progress toward this goal: School Records Benchmark Assessments Success Maker Reports CST Scores					
Group data to be collected to measure academic gains: Benchmark Assessments CST Scores					
Anticipated annual performance gain for each group: Improved performance on CST scores by NCLD requirements Grade 6, 7, 8					
Administration will evaluate and report data from the Intervention/Enrichment programs by COAS site Council, Title 1, and ELAC at the end of the 2012-13 school year. Evaluation will be based on data and academic grades and by analyzing student success and risk data. Other Supplementary Educational Services to students that qualify. ("Working - Federal Agreement for Year 2 of FY)		September, 2012-June, 2013	Administration	0	na
Administration will conduct frequent "walk throughs" to ensure strategies learned in Professional Development will be implemented.		September, 2012 - June, 2013	Administration	0	na
Administration will evaluate and report data from the Intervention/Enrichment programs by COAS site Council, Title 1, and ELAC at the end of the 2012-13 school year. Evaluation will be based on data and academic grades and by analyzing student success and risk data. Other Supplementary Educational Services to students that qualify. ("Working - Federal Agreement for Year 2 of FY)		September, 2012 - June, 2013	Administration	0	na
Administration will conduct frequent "walk throughs" to ensure strategies learned in Professional Development will be implemented.		September, 2012 - June, 2013	Administration	0	na

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4	Measures of evaluating progress toward this goal:	Student Records
<p>SCHOOL GOAL #4 Based on comments from Analysis of Program Components and Student Data report, 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 2011-12 school year, 1% of our 8th graders did not meet grade level performance standards. The goal is to increase this percentage to 92% of 8th grade students meeting state level standards by June 2013.</p> <p>Students groups and grade levels to participate in this goal: Students who receive a 'D' or 'F' on a quarter/semester report card and those struggling in general with increasing positive relationships with peers, faculty, and staff.</p> <p>Means of evaluating progress toward this goal: Group data to be collected to measure academic gains: Student Records CSI</p>	<p>Anticipated annual performance growth for each group: Overall behavior grade-point averages and 100% of our 8th graders eligible to improve performance on CSI as defined by NCLB requirements.</p>	<p>Group data to be collected to measure academic gains: Student Records CSI</p>

SCHOOL GOAL #4	Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>SCHOOL GOAL #4 Based on comments from Analysis of Program Components and Student Data report, 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 2011-12 school year, 1% of our 8th graders did not meet grade level performance standards. The goal is to increase this percentage to 92% of 8th grade students meeting state level standards by June 2013.</p> <p>Students groups and grade levels to participate in this goal: Students who receive a 'D' or 'F' on a quarter/semester report card and those struggling in general with increasing positive relationships with peers, faculty, and staff.</p> <p>Means of evaluating progress toward this goal: Group data to be collected to measure academic gains: Student Records CSI</p>	<p>1.8. Teaching and Learning, Student and Professional Development Consider all appropriate dimensions of the program and ensure that all staff are trained and supported to implement the program. Administration will write and submit Intervention School Program (ISP) for each station offered. It will contain information for students, staff, and parents detailing description of classes offered, objectives, 202 treatment interventions and activities.</p>	September, 2012 - June, 2013	Conference faculty Administration, Certified staff	\$13,500	SI
	<p>1.8. Teaching and Learning, Student and Professional Development Consider all appropriate dimensions of the program and ensure that all staff are trained and supported to implement the program. Administration will write and submit Intervention School Program (ISP) for each station offered. It will contain information for students, staff, and parents detailing description of classes offered, objectives, 202 treatment interventions and activities.</p>	November, 2012-June, 2013	Administration, faculty, consultants	\$35,000.00	SI
	<p>1.8. Teaching and Learning, Student and Professional Development Consider all appropriate dimensions of the program and ensure that all staff are trained and supported to implement the program. Administration will write and submit Intervention School Program (ISP) for each station offered. It will contain information for students, staff, and parents detailing description of classes offered, objectives, 202 treatment interventions and activities.</p>	September, 2012 - June, 2013	Certified faculty	\$10,000	SI
	<p>1.8. Teaching and Learning, Student and Professional Development Consider all appropriate dimensions of the program and ensure that all staff are trained and supported to implement the program. Administration will write and submit Intervention School Program (ISP) for each station offered. It will contain information for students, staff, and parents detailing description of classes offered, objectives, 202 treatment interventions and activities.</p>	August, 2012 - June 2013	Certified faculty	\$4,000	SI
<p>1.8. Teaching and Learning, Student and Professional Development Consider all appropriate dimensions of the program and ensure that all staff are trained and supported to implement the program. Administration will write and submit Intervention School Program (ISP) for each station offered. It will contain information for students, staff, and parents detailing description of classes offered, objectives, 202 treatment interventions and activities.</p>	<p>Teachers, consultants, and administrators will implement the Chinese and English programs. Weekly, teachers and consultants will sit with students to "touch base" and discuss topics such as peer pressure, respect, and trust. We also have a "You-1-Go" hotline so parents and students can call and request help. We will make Saturday School as a consequence to those students who fail to complete assignments. We will make Saturday School as a consequence to those students who fail to complete assignments. We will make Saturday School as a consequence to those students who fail to complete assignments. We will make Saturday School as a consequence to those students who fail to complete assignments.</p>	October, 2012 - March, 2013	Administration, certified faculty, consultants	\$2,000 \$500	The 1 SI
<p>Professional Development will be provided via LACOE's Instructional Quality Institute for our teachers and administrators.</p>	September, 2012 - June, 2013	Administration	\$175	SI	

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SCHOOL GOAL #4	Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>SCHOOL GOAL #4 Based on comments from Analysis of Program Components and Student Data report, 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 2011-12 school year, 1% of our 8th graders did not meet grade level performance standards. The goal is to increase this percentage to 92% of 8th grade students meeting state level standards by June 2013.</p> <p>Students groups and grade levels to participate in this goal: Students who receive a 'D' or 'F' on a quarter/semester report card and those struggling in general with increasing positive relationships with peers, faculty, and staff.</p> <p>Means of evaluating progress toward this goal: Group data to be collected to measure academic gains: Student Records CSI</p>	<p>1.8. Teaching and Learning, Student and Professional Development Consider all appropriate dimensions of the program and ensure that all staff are trained and supported to implement the program. Administration will write and submit Intervention School Program (ISP) for each station offered. It will contain information for students, staff, and parents detailing description of classes offered, objectives, 202 treatment interventions and activities.</p>	September, 2012 - June, 2013	Conference faculty Administration, Certified staff	\$13,500	SI
	<p>1.8. Teaching and Learning, Student and Professional Development Consider all appropriate dimensions of the program and ensure that all staff are trained and supported to implement the program. Administration will write and submit Intervention School Program (ISP) for each station offered. It will contain information for students, staff, and parents detailing description of classes offered, objectives, 202 treatment interventions and activities.</p>	November, 2012-June, 2013	Administration, faculty, consultants	\$35,000.00	SI
	<p>1.8. Teaching and Learning, Student and Professional Development Consider all appropriate dimensions of the program and ensure that all staff are trained and supported to implement the program. Administration will write and submit Intervention School Program (ISP) for each station offered. It will contain information for students, staff, and parents detailing description of classes offered, objectives, 202 treatment interventions and activities.</p>	September, 2012 - June, 2013	Certified faculty	\$10,000	SI
	<p>1.8. Teaching and Learning, Student and Professional Development Consider all appropriate dimensions of the program and ensure that all staff are trained and supported to implement the program. Administration will write and submit Intervention School Program (ISP) for each station offered. It will contain information for students, staff, and parents detailing description of classes offered, objectives, 202 treatment interventions and activities.</p>	August, 2012 - June 2013	Certified faculty	\$4,000	SI
<p>1.8. Teaching and Learning, Student and Professional Development Consider all appropriate dimensions of the program and ensure that all staff are trained and supported to implement the program. Administration will write and submit Intervention School Program (ISP) for each station offered. It will contain information for students, staff, and parents detailing description of classes offered, objectives, 202 treatment interventions and activities.</p>	<p>Teachers, consultants, and administrators will implement the Chinese and English programs. Weekly, teachers and consultants will sit with students to "touch base" and discuss topics such as peer pressure, respect, and trust. We also have a "You-1-Go" hotline so parents and students can call and request help. We will make Saturday School as a consequence to those students who fail to complete assignments. We will make Saturday School as a consequence to those students who fail to complete assignments. We will make Saturday School as a consequence to those students who fail to complete assignments.</p>	October, 2012 - March, 2013	Administration, certified faculty, consultants	\$2,000 \$500	The 1 SI
<p>Professional Development will be provided via LACOE's Instructional Quality Institute for our teachers and administrators.</p>	September, 2012 - June, 2013	Administration	\$175	SI	

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VII. Annual Year-End Evaluation of School Plan Objectives

Culver City Middle School <small>School</small>	Comprehensive School Plan Annual Year-End Evaluation of School Plan Objectives
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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

The percentage of students scoring at the proficient or advanced level in ELA, including all significant subgroups will increase from 64.5% to 78.4% by the end of the 2011-12 school year as measured by the California Standards Test. Alternatively, subgroups may make safe harbor to achieve the AYP federal targets.

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, 78.4% of our Students with Disabilities will score "Proficient" or "Advanced" on the California Standards Test in English/Language Arts and 79.0% will score "Proficient" or "Advanced" in math. Alternatively, this subgroup may make safe harbor to achieve the AYP federal targets.

The percentage of students scoring at the proficient or advanced level in math, including all significant subgroups will increase from 60.5% to 73% by the end of the 2011-12 school year as measured by the California Standards Test. Alternatively, subgroups may make safe harbor to achieve the AYP federal targets.

Assist students who are receiving a "D" or "F" grades on quarter/semester report cards in order to adequately prepare them to be successful in high school and beyond. By the end of the year, 100% of our 8th graders will be able to participate in promotion activities.

Met /Not Met /Not Measurable
Met via Safe Harbor

Met via Safe Harbor

Not met - our Hispanic subgroup in math missed Safe Harbor by less than 1%.

Not met - 51 students did not meet promotion requirements (over 69% were able to participate)

Narrative Explanation for each objective not met:

Even though we did not meet all of our goals for 2011-12 school year, we did see significant improvement in all academic areas. We missed achieving our third goal by less than 1% for our Hispanic subgroup in math. A possible explanation is that we were able to provide Success Maker intervention to members of our Hispanic subgroup, but the focus on the intervention was ELA, not math. Consequently, over 60% of our Hispanic subgroup made AYP in ELA even though they did not make Safe Harbor. This year, we will balance our intervention from more equitably. We didn't reach our fourth goal either. Some students were not able to attend our 8th grade intervention Program after school and some did not improve their grades. We will continue to work on goals 4 and explore additional strategies for support all students in receiving passing grades.

Total number of School Plan Objectives met: 4

Total number of School Plan Objectives met: 2

Percentage of School Plan Objectives met: 50%

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

SCHOOL GOAL #	Action to be Taken to Reach This Goal <small>(Consider all appropriate dimensions e.g., Teaching and Learning, Staffing and Professional Development)</small>	Start Date <small>Completion Date</small>	Proposed Expenditures	Estimated Cost	Funding Source

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP														
	All Students				White				African-American				Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	1514	1,506	1,479	362	360	384	292	291	283	179	175	168			
Growth API	829	829	859	890	896	919	793	795	835	917	936	942			
Base API	807	829	829	875	890	896	781	793	795	900	917	936			
Target	A	A	A	A	A	A	5	5	5	A	A	A			
Growth	22	0	30	15	6	23	12	2	40	17	19	6			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes			

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP														
	Hispanic				English Learners				Economically Disadvantaged				Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	641	637	606	302	288	275	665	710	642	110	117	139			
Growth API	783	774	811	701	695	747	788	769	809	521	558	632			
Base API	759	783	774	697	701	694	749	768	769	564	521	558			
Target	5	5	5	5	5	5	5	5	5	12	14	12			
Growth	25	-9	37	4	-6	53	19	1	40	-43	37	74			
Met Target	Yes	No	Yes	No	No	Yes	Yes	No	Yes	No	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	792	749	642
Percent with Prior Year Data	100	100	99.8
Number in Cohort	792	749	641
Number Met	503	409	424
Percent Met	64	54.6	66.1
NCLB Target	53.1	54.6	56.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2009-10	2010-11	2011-12	2011-12
Number in Cohort	Less Than 5	5 Or More	Less Than 5	5 Or More
	593	374	583	326
Number Met	163	213	169	160
	27.5	57	29	49.1
NCLB Target	17.4	41.3	18.7	43.2
	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	(Pending)	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

Appendix A - School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	997	971	1056	286	283	306	172	177	188	145	146	145
Percent	65.9	64.5	71.4	79.0	78.8	84.1	58.9	60.8	70.0	81.0	83.4	86.3
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	99	99
Number	362	334	366	111	96	112	353	358	388	25	29	51
Percent	58.5	52.4	60.5	36.8	33.3	40.7	53.9	50.4	60.4	22.7	25.0	37.0
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	No	Yes	No	No	Yes	Yes	No	Yes	No	No	Yes

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	856	907	939	241	265	280	129	144	164	143	151	139
Percent	56.5	60.3	63.6	66.6	73.8	76.9	44.2	49.5	56.0	79.9	86.3	82.7
ES/MS	56.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	99	99
Number	315	315	314	103	108	114	292	337	335	20	22	33
Percent	49.1	49.5	51.9	34.1	37.5	41.5	44.8	47.5	52.3	18.2	19.0	25.5
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	No	No	No	No	Yes	No	No	Yes	No	No	Yes

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELD) Data

Grade	California English Language Development Test (CELD) Results for 2011-12											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	%
6	4	11	11	31	15	43	3	9	2	6	35	
7	4	10	16	39	18	44	2	5	1	2	41	
8	3	11	15	56	7	26	2	7			27	
Total	11	11	42	41	40	39	7	7	3	3	103	

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

CCMS is exceeding performance goals.

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

We are using data to monitor student progress on curriculum-embedded assessments to modify instruction. Mainly through our AT/Galileo Benchmark Assessments which is given three times throughout the year, teachers analyze data to determine which grade-level standards their students performed poorly on. Last year, we invested in Success Maker, which was accessed primarily by our English Learners. Students with Disabilities, and students who scored "Basic," "Below Basic," and "Far Below Basic" on the CST. Advisors will collect reports and support individual progress. In addition, we will provide opportunities for teachers to collaborate about effective practices with peers which assists in improving instruction. Grade-level departments have common planning periods in order to meet, analyze data, and discuss best-practices. Moreover, teachers have the opportunity to perform "learning walks" which allows them to observe their peers and provide critical feedback. Lastly, teachers are trained in differentiated instruction in order to meet the needs of all students during class and in strategies to improve performance of English Learners. After class, there is extra-support available as well in math and English/Language Arts. 8th grade students looking to earn "make up" credit have the opportunity to meet on Saturday as well.

CCMS is exceeding performance goals

Staffing and Professional Development

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

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

CCMS is meeting performance goals

4. Principal's Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
 Our Culver City Middle School Principal and two Assistant Principals have obtained their Tier 2, full administrative credentials.
 CCMS is meeting performance goals.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 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.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
 CCMS has aligned our staff development with the premise of "building a culture of continuous improvement." We have dedicated time and energy to identifying "essential standards" and assessing students through our technology-based West Ed/Galileo program. For the past six years, teachers have met in August to prepare for the upcoming school year and continue to meet and discuss during monthly grade-level Department meetings. At those meetings, data is analyzed, best-practices discussed, and interventions assigned. Monthly in-service workshops are held for teachers to learn how to best access and organize the information from the Galileo data base. Those teachers are then given the opportunity to share with their peers. Last year, our focus was on collaboration through "learning walks" and peer-to-peer conferences about their observations and how to utilize technology, such as Success Maker and our 40 newly purchased iPads. We will continue to train staff to effectively utilize these programs/technology to support students.
 CCMS is exceeding performance goals.

7. 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 twice 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 Galileo data base, effective EL teaching strategies, and how to integrate arts and technology into their core curriculum. One Assistant Principal and teacher have taken on the duties previously done by a "Teacher On Special Assignment" (TOSA) to implement the Galileo program and guide and support our faculty through this process. They are working more closely with the ELA and math department chairpersons to ensure the assessments are completed and data organized for teachers.
 In addition, all teachers have been trained on differentiated instruction and have read "Teach Like A Champion" by Doug Lemov and are implementing specific techniques within their Teams. Moreover, math and ELA teachers are being trained in Direct Instruction (DI) and are being coached throughout the 2012-13 school 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 exceeding performance goals.

8. Teacher collaboration by grade level (EPC)
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CCMS teachers appreciate the opportunity to collaborate during grade-level department, common prep periods. At these meetings, 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, 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
 9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
 CCMS teachers have spent a considerable amount of collaborative time aligning our curriculum to the California State Standards. Through our WestEd Galileo technology program, "essential standards" were identified by analyzing past CST's and noting which standards had the most questions. Grade-level departments then constructed pacing guides and created common assessments so their curriculum would be consistent. Common prep periods allow teachers to analyze data from classroom assessments and Galileo Benchmark Assessments to identify standards that need to be re-taught, students who need extra support, and lessons/practices that need reflection.
 CCMS is exceeding performance goals.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (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.
 CCMS is exceeding performance goals.

11. Lesson pacing schedule (EPC)
 CCMS teachers collaborate each year to determine the lesson pacing guide for their grade-level subject. The initial planning takes place at start 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 after-school tutoring.
 CCMS is exceeding performance goals.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
 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. Also, we have a fully staffed library with computers.
 CCMS is exceeding performance goals.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (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
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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 McDougal Littell, and Algebra and science use Prentice Hall. We have purchased Hampton-Drown/National Geographic, titled “INSIDE” for our English Learners. Our intervention program uses a combination of interactive web-based programs, including Success Maker, drill review, and teacher-guided assignments and assessments.

CCMS is exceeding performance goals.

Opportunity and Equal Educational Access

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

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 hierarchical 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 (SSRS), Time Tracker student organizer, before/after school programs, proficiency courses as students’ elective (Math Builders, ALD, Learning Center), small-group 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 (ATI and GalileoWest Ed benchmark data) to remediate students in their areas of need.

CCMS is meeting performance goals.

15. Research-based educational practices to raise student achievement at this school (NCLB)

At CCMS, our goal is to instruct students using the latest research-based instructional practices. Four years ago, the staff read Robert Marzano’s Classroom Instruction that Works and two years ago, teachers were trained on specific strategies to improve academic achievement by our English Learners through Dr. Katie Kinsella conferences and on-line workshops. In addition, Carole Ferraud, consultant, has been working with our District for the past three years to improve engagement strategies and SDALIE strategies that will support our English Learners in achieving grade level standards. Currently, all teachers have read “Teach Like A Champion” by Doug Lemov and are implementing specific techniques within their Teams. In addition, math and ELA teachers are being trained in Direct Instruction (DI) and are being coached throughout the 2012-13 school year.

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 this year will be to include goals that incorporate EL strategies. We pride ourselves on offering students a meaningful, standards-based curriculum that will prepare them for real life. Obviously, what we are doing is working – CCMS achieved the desired 859 score on the 2012 API, a 30 point growth and all significant subgroup scores showed tremendous gains. We are also making strides at closing the achievement gaps among our diverse student body.

CCMS is meeting performance goals.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

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One of the major benefits of our West Ed/Galileo program is 1) Students are targeted for intervention quickly rather than having to wait for the STAR results in August; 2) Students receive practice in taking assessments similar to the STAR and receive a uniform curriculum; 3) Teachers are provided immediate feedback regarding whether their teaching strategies are reaching students. After the third benchmark, there is a one month period set aside before the STAR for teachers to re-teach the concepts that the data showed necessary. This year, after school intervention programs are offered in math and English/Language Arts. Students identified by teachers, through CST scores, and Galileo Benchmark Assessments will be strongly encouraged to attend. In addition, we hope to motivate students to improve on the CSTs or maintain their “advanced” status by offering our gift card raffle again this year.

Students who scored “Below Basic” or “Far Below Basic” are placed into an “academic elective” such as math builders to help strengthen math skills. Students who scored a 1, 2, or 3 on the CELDT test are given an Academic Language Development class to strengthen their literacy skills. Those students are eligible to take a 0 period PE class each day which would allow them to take a “traditional” elective such as art, music, computers, etc. We also offer AVID as an academic elective.

Sixty of those targeted students who scored “Basic,” “Below Basic,” and “Far Below Basic” are required to attend our 30 minute intervention period every Tuesday-Friday. Students work on Success Maker to improve proficiency in math and English. Teachers monitor progress and provide support.

CCMS is meeting performance goals.

17. Transition from preschool to kindergarten (Title I SWP)

n/a.

Involvement

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

CCMS provides access to comprehensive services to foster healthy physical, social, emotional and intellectual development. The school also continues to provide access to the Clutter City Youth Health Center, which offers individual counseling and group counseling in areas relating to care, 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 a close relationship with the Dixi Irish Mental Health Center as well as our police department, which provides us with one School Resource Officer for support.

This year, we are implementing 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 with representation from all homeroom classes. There are also student representatives to PTSA and the School Board.

CCMS is exceeding performance goals.

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

We are always looking to enhance parent involvement at CCMS. We have a web site designed to enhance effective and efficient communication with the middle school. This site includes teacher web pages that describe homework assignments and a portal through which parents can get updates on grades, attendance, and completion of assignments. We have a Parent Involvement Policy which is presented at our CCMS Volunteer Orientations. Parents are welcome in the classroom during the day to assist teachers in organizing their classrooms, tutoring and copying. We have an active Site Council, PTSA, ELAC, and Booster Club (Panther Partners). We keep our web page updated and send home regular bulletins, through mail and over the phone with our notification message system. Multiple opportunities for parents to visit campus exist, such as Back to School Night, Open House, 8th Grade Portfolio Night, and the Single Plan for Student Achievement

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5th Grade Orientation, parent nights, coffee and chats with the principal, music concerts, etc. We also have started Family Reading Night and technology trainings for our ELAC parents.

CCMS is exceeding performance goals.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 39.92)

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), Partner 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 analyzed CST and Benchmark Data and discussed strategies for interventions. Effectiveness of teaching practices and programs are consistently critiqued. A culture of continuous improvement is sustained.

CCMS is meeting performance goals.

Funding

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

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 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 meeting performance goals.

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensation Education Purpose: Help educationally disadvantaged students succeed in the regular program.	\$140,659
<input type="checkbox"/> Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	\$96,587
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	\$
Total amount of state categorical funds allocated to this school	\$237,246

Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/>	Title I, Part D, Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/>	Title I, Part A, Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$151,608
<input type="checkbox"/>	Title I, Part A, Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/>	Title I, Part A, Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/>	Title II, Part A, Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/>	Title II, Part D, Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/>	Title III, Part A, Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/>	Title IV, Part A, Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	\$
<input type="checkbox"/>	Title V, Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/>	Title VI, Part B, Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/>	Other Federal Funds (list and describe)(42)	\$
Total amount of federal categorical funds allocated to this school		\$151,608
Total amount of state and federal categorical funds allocated to this school		\$388,854

(3) For example, special education funds used in a School-Sites Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - Recommendations and Assurances (Culver City Middle School)

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

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

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Program Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list): _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:
 Jon Pearson _____
 Typed Name of School Principal _____ Signature of School Principal _____ Date _____
 Patti Augenstein _____
 Typed Name of SSC Chairperson _____ Signature of SSC Chairperson _____ Date _____

Appendix E - Home/School Compact

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

Student Pledge:

I understand that education is important to me, and I am responsible for my own success.

AS A STUDENT, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

- Arriving to school on time and being prepared to do my best.
- Being responsible for my own behavior by following all school and classroom rules.
- Returning all homework completed and on time.
- Spending time at home reading and studying.
- Respecting other people and the community.

Parents Pledge:

I understand the importance of my participation in my child's educational progress.

AS A PARENT, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

- Being involved in my child's education through participation in school events.
- Listening to or reading with my child everyday.
- Providing a quiet place and materials needed for my child to study.
- Encouraging my child to complete his/her homework.
- Making sure my child gets an adequate night's sleep, and a healthy diet.
- Having my child attend school regularly and on time.

Staff Pledge:

I understand that education is important to every student's life.

AS A TEACHER, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

- Providing a challenging instructional program to teach all students.
- Teaching grade level skills and addressing the individual needs and strengths of all students.
- Assigning appropriate homework, with clear instructions.
- Correcting and returning appropriate work, in a timely manner.
- Helping students follow the school and classroom rules.
- Assisting parents with how to help students at home.

Appendix F - School Site Council Membership: Cuver City Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jon Pearson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Margdalena Dobs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Robert Keiter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emily Vandever	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tatiana Takahashi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brent Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Janica Belgrey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dina Washert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Scott McDowell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brenna Guthrie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jocelyn Wilson – Alternate Administrator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	1

(43) At elementary schools, the school site council must be constituted to ensure parity between: (a) the principal, classroom teachers, and other school personnel; and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of parents 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

El Marino Elementary School

School Name

19-64444-6012678

CDS Code

Date of this revision: 10/30/2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Comp 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 Pumlila
Position: Principal
Telephone Number: (310) 842-4241
Address: 11450 Port Rd
Culver City CA 90230-5346
E-mail Address: tracypumlila@ccusd.org

Culver City Unified School District

School District

Superintendent: David LaRose, Superintendent
Telephone Number: (310) 842-4220
Address: 4034 Irving Place
Culver City, CA 90232
E-mail Address: davidlarose@ccusd.org

The District Governing Board approved this revision of the School Plan on .

The site has agreed to the centralization of Economic Impact Aid to be utilized for site based services.

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.

II. School Vision and Mission

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.

III. School Profile

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

El Marro 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. EM serves 772 students, of these 518 participate in the SIP and 254 participate in the JIP.

EM is located in the suburban community of Culver City, California which has a population of 41,464 (2001 estimate) living in just less than five square miles and situated about five miles west of downtown Los Angeles. EM is 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. Culver City ranks seventh of all California cities in total payroll and vendor expenditures in the entertainment industry. The industry's per capita expenditure is \$5,700 per person in Culver City. 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 K-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. 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 State Preschool and Infant and Toddler Center. The campus shares outdoor play areas with El Marro Park, which is staffed by Culver City Parks and Recreation personnel. Before- and after-school child care programs are housed at El Marro 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 14% Hispanic/Latino, 3% African American, 27% Caucasian, 16% Asian, and 40% multiple ethnicities.

While English is the primary language of most of our students, we have 18 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, 130 students are classified as English Learners (ELs), which was an increase from 94 students in 2008. For the second time, ELs were included in 2012 as a significant subgroup for API and AYP reporting considerations. English Learners comprise 17% of our student population, when factoring in the 58 former English Learners who are now Reclassified as Fluent English Proficient, the percentage increases to 24% 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, 40% 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 Marro's 33 classroom teachers reflect a recruitment of language acquisition experts from the following countries: Japan, Mexico, Spain, Puerto Rico, Colombia, El Salvador, Argentina, and Chile, all of whom are bilingual/biliterate and most of whom hold bilingual certification. El Marro also benefits from two Physical Education teachers (one full-time and one half-time), as well as Inherent School Psychologist and Resource, English Language Development, and Speech/Language Specialists. Most teachers have Masters Degrees, and many are currently enrolled in ongoing professional development programs.

- School facilities, including technology, library and media/resources

Library

The EM Library has 12,247 titles of books; with duplicate copies, the library houses 14,626 books. It also has 2,732 titles of textbooks and 28,123 copies of these textbooks. The library is automated with four PC computers. All of the 33 classes get 30 or 45 minutes weekly in 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
- 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 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, while 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. Fifth grade students have additional time to create and edit their bi-monthly newsletters.

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, all upper-grade classroom share wall-mounted TV/VCR/DVD units and 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.

In 2007-08, Culver City Unified School District received a grant from Enhancing Education Through Technology (EETT), a state program through Ed-Tech. While the grant is no longer funded, there are three services

remaining: access to a Lending Library, online video streaming from CaliforniaStreaming funded by the district, and duplication and closed broadcast rights for the RETRAC instructional video collection through the Los Angeles County Office of Education (LAOCE).

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A) SPRING 2012 DATA - OVERVIEW AND CONCLUSIONS

El Marino Language School historically has scored high in standardized testing, which indicates that the content learned by our students in the target languages of Spanish and Japanese transfers to English academic achievement. Our API score of 942 is well above the 800 goal set by the State of California, with a 11-point growth from the 2011 API score of 931. Longitudinally, this API score reflects a net increase of 46 points over the last six years.

Looking at the API performance of various groups of students, we find that all significant subgroups met their API growth targets as indicated by the following: African American Subgroup - 945 (an 8-point increase) (representing 33 scores and therefore not considered numerically significant); Asian Subgroup - 955 (a 29-point increase); Hispanic Subgroup - 909 (a 18-point increase); White Subgroup - 966 (a 2-point decrease); Socioeconomically Disadvantaged Subgroup - 888 (a 35-point increase); English Learners Subgroup - 894 (a 43-point increase); and Students with Disabilities - 827 (a 38-point decrease) (representing 27 scores and therefore not considered numerically significant). Due to insufficient representation, API scores were not reported for the American Indian or Alaska Native, Filipino, and Native Hawaiian or Pacific Islander Subgroups.

An examination of federal Adequate Yearly Progress (AYP) indicators shows that 65.2% of our students scored at proficient or above in English Language Arts (ELA) and a majority of the student subgroups made progress or met AYP growth targets as reflected in the following: Asian Subgroup - 80.8%; Hispanic Subgroup - 81.3%; African American Subgroup - 83.9% (representing only 33 scores and therefore not considered numerically significant); White Subgroup - 89.7%; English Learners Subgroup - 68.2%; Socioeconomically Disadvantaged Subgroup - 75.3% (representing only 81 scores and therefore not considered numerically significant); Students with Disabilities Subgroup - 63% (representing only 27 scores and therefore not considered numerically significant); Two or More Races - 66.7% (representing only 30 scores and therefore not considered numerically significant). With a 78.4% target proficiency goal for ELA, data shows that of the numerically significant subgroups, ELs and Socioeconomically Disadvantaged students are the only subgroups that did not meet the federal AYP progress target.

In Mathematics, all student subgroups exceeded the federal math AYP proficiency target of 79%, with 91.1% of our students nationwide scoring at proficient or advanced in math. Additionally, all subgroups exceeded the target as well: Asian Subgroup - 99%; Hispanic Subgroup - 83.9%; African American Subgroup - 91.1% (representing only 33 scores and therefore not considered numerically significant); White Subgroup - 93.9%; English Learners Subgroup - 90%; Socioeconomically Disadvantaged Subgroup - 82.7% (representing only 81 scores and therefore not considered numerically significant); Students with Disabilities Subgroup - 74.1% (representing only 27 scores and therefore not considered numerically significant); Two or More Races - 93.3% (representing only 30 scores and therefore not considered numerically significant).

Upon examining the federal indicators for English Learner achievement, known as the Annual Measurable Achievement Objectives (AMAO), the data show that English Learners at El Marino met two of the three AMAO targets (AMAO 1 - % of ELs Making Annual Progress in English - met [target: 56%; EMLS: 72.4%]; AMAO2 - % of students attaining English Proficiency - met [target for ELs fewer than 5 years: 20.1%; EMLS: 38.3%; target for ELs greater than 5 years: 45.1%; EMLS: N/A]; and AMAO 3 - % of Students Achieving Academic Standards - partially met [EL Participation Rate target: 95%; EMLS: 100%; CST ELA target: 78.4%; EMLS: 68.2%; CST Math target: 79%; EMLS: 90%]).

By comparing Spring 2012 data with 2012 AYP targets, our current data show that two subgroups - Socioeconomically Disadvantaged and English Learners - did not meet the 2012 growth targets of 78.4% for ELA. As a result, this plan will include a targeted goal to address the specific needs of our English Learners. We recognize that while the Socioeconomically Disadvantaged subgroup does not comprise a statistically significant number of students at this time, we expect the two subgroups correlate with each other, and we anticipate that the planned improvements in the English Learner subgroup will positively impact the performance of the Socioeconomically Disadvantaged subgroup.

The No Child Left Behind Act of 2000 set a goal to have 100% of students scoring at proficient or advanced levels on the California Standards Test (CST) by 2014. Therefore, in formulating objectives for improvement,

we considered the percentages of students scoring at proficient or advanced levels in 2011. We wrote our objectives based on our goal of moving students from Far Below Basic, Below Basic and Basic categories of achievement on the CST to the Proficient and Advanced categories.

B. Surveys

Internal surveys indicate that most parents are pleased with E1 Marmos' 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 E1 Marmos' 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 was sent home that outlined grade-level expectations and the procedure to follow when a student's experience was different from what was stated.

In June 2012, 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 felt safe and supported by adults at school, yet many students refrained from reporting incidents of bullying to adults. With last year's implementation of the Caring Schools Communities curriculum, and this year's introduction of the Olweus Bully Prevention Program, students now have a forum to voice any concerns that were previously not addressed.

C. Classroom Observations

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.

D. Student Work and School Documents

- Local Measures of Student Performance:
 - * CCUSD Galileo Benchmark Assessments in English Language Arts and in Mathematics
 - * CCUSD timed math assessments
 - * Pearson Interactive Math Assessments
 - * Open Court unit assessments, including writing prompts, comprehension checks, vocabulary and spelling
 - * CCUSD reading fluency assessments, Johnston Spelling Inventory, Basic Phonics Skills Test (BPST)

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2482&D=14107>

11/1/2012

- * Site-designed reading fluency assessments in the target languages
- * Other curricular assessments as appropriate in Science, Social Studies, Health

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

EM's success is indicated by awards in four main areas: academics, the arts, language learning and teacher dedication. From our 2000 designation as a California Distinguished School (CDS), we are one of only seven schools that were also recognized for Excellence in Arts Education, reflecting the depth and scope of our Fine Arts program. In 2001 EM received the Blue Ribbon National Award for being one of the best schools in the country. In 2008 EM was once again recognized as a California Distinguished School, and most recently received distinction for the 2012 CDS honor.

Since language acquisition is at the heart of EM's mission, we are especially proud of honors in this area. In 2008 the Japanese Language Program was awarded a five-year, \$1.4 million federal Foreign Language Assistance Program (FLAP) grant, which has been used to improve the K-12 Japanese program. The JLP Project was one of eight awards nationwide and the only program funded in California. In 2010, the Spanish Language Program received a three-year, \$894,000 FLAP grant designed to improve the K-12 Spanish program. With these two projects, we aim to establish a K-12 articulated curriculum that outlines proficiency expectations at each level and graduates more students at advanced levels of target language proficiency.

EM students, parents, and teachers work in partnership with community members representing government, private, and non-profit agencies, to realize our vision of a collaborative, high-quality, community-based immersion education. Our parents are heavily involved in fundraising to support our program. These efforts have afforded our students opportunities to deepen and enrich their learning through arts integration, service learning, and technology-assisted instruction.

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2482&D=14107>

11/1/2012

V. 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

VI. Planned Improvements in Student Performance (continued)

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

SCHOOL GOAL #1
(Based on conclusions from Analysis of Program Components and Student Data pages)

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. (2012 target 89% met (91.9%); New target for 2013, 91%.)

Student groups and grade levels to participate in this goal:
All students in grades 2-5

Anticipated annual performance growth for each group:
2%

Means of evaluating progress toward this goal:
CST Data Analysis
Benchmark Data Analysis
Group data to be collected to measure academic gains:
CST
Benchmark/Periodic Assessments

SCHOOL GOAL #1	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	Continue SuccessMaker differentiated software program to provide additional math facts support to students in need of remediation or enrichment.	November-June	Software License	\$0 (included in 2012 purchase)	Outside Sources PTA
	Continue ST Math software program as a Tier 1 intervention for all students in grades 2-5.	Sept-June	annual site license	\$3,500	SI
	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.				
	Purchase appropriate supplemental curriculum resources, including manipulatives, literature books, technology and software to solidify conceptual development.	Sept-June	Curriculum Resources	\$500	SI
	Provide individual and small group assistance to targeted students in need of additional support.	Nov-May	Extra Assignment for teachers for intervention PLCs and/or after-school intervention classes	\$4,200	SI Outside Sources
	Provide qualified technology support for individual and small group assistance under the supervision of a certificated highly qualified teacher.	Sept-June	Technology aide salaries (1 position @ 18 hrs/week, 1 position @ 12 hrs/week)	\$25,000	SI
	Provide professional development opportunities to extend math expertise.	Sept-June	Sub days Conference Attendance	\$1,000 \$500	SI District Sources FLAP-SLP
	Provide professional development to deepen understanding of Common Core State Standards, Pearson math games, SDAIE strategies, high engagement strategies, sentence frames, and academic language in math to support EL students. (District professional development for all CCUSD K-3 teachers and LMU Spanish Academic Certificate Program)				

Implement math facts drills to encourage automaticity. Notify parents of students' facts passed/not passed.	November/March June	Duplication	\$500	SI
Provide Math Club Olympiad as enrichment.	November-June	Extra assignment for teachers Sub days for training	\$1,100	SI District Sources

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) School Goal #2: English Language Arts</p> <p>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. (2012 target of 83% met [85.2%], New target for 2013 [88%]) Note: Federal AYP target is 89.2%</p>	<p>Student groups and grade levels to participate in this goal: Students in grades 2-5</p> <p>Anticipated annual performance growth for each group: 3%</p>	<p>Means of evaluating progress toward this goal: CST Data Analysis Benchmark Data Analysis</p> <p>Group data to be collected to measure academic gains: CST Benchmark Periodic Assessments</p>
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<p>SCHOOL GOAL #2 Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Provide release time for teachers to observe model lessons and incorporate effective practices into their instruction.</p> <p>Provide professional development on effective reading instruction to build teacher capacity and expertise.</p> <p>Provide professional development in using SDAIE and high engagement strategies during Open Court to support EL students in English Language Arts. (Pan Barret training for all CCUSD K-5 teachers)</p>	<p>Nov-June</p>	<p>Release time / Substitutes Conference attendance</p>	<p>\$1,000</p>	<p>SI District-funds FLAP-SLP</p>
<p>Provide professional development to deepen understanding of Common Core State Standards, SDAIE strategies, high engagement strategies during Open Court to support EL students in English Language Arts for all CCUSD K-5 teachers and LML Spanish Academic Certificate Program)</p> <p>Continue SuccessMaker differentiated software program to provide additional language arts support to students in need of remediation or enrichment.</p>	<p>Nov-June</p>	<p>reading intervention software</p>	<p>\$0 (annual license included in 2012 purchase)</p>	<p>PTA</p>
<p>Provide individual and small group extended learning opportunities to targeted students in need of additional support.</p>	<p>Nov-May</p>	<p>Extra Assignment Salaries for teachers for PLC intervention and/or after-school intervention classes</p>	<p>\$4,200</p>	<p>Outside Sources</p>
<p>Implement Data Analysis protocols in grade-level Professional Learning Communities to monitor ELA Benchmark Assessments and to use the information to improve intervention efforts in English Language Arts for all students scoring at Basic or below.</p> <p>Use OPAL Classroom Observation Protocol to support staff efforts and to monitor implementation of SDAIE strategies and ELD instruction.</p> <p>Encourage home reading to reinforce fluency and accuracy, as well as encourage the love of reading.</p>	<p>Sept-June June</p>	<p>Release Time/ Subs</p>	<p>\$1,000</p>	<p>SI</p>
<p>Purchase appropriate supplemental curriculum resources.</p>	<p>Sept-June</p>	<p>Home Literacy Program curricular</p>	<p>\$500</p>	<p>SI</p>

including literature books, technology and software to solidify conceptual development.

resources

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3	
(Based on conclusions from Analysis of Program Components and Student Data pages)	
School Goal #3 English Language Development	
1. (AMAO 1) The percentage of English Language Learners who make adequate CELDT level progression will increase from 55% in 2012 to 57.5% in 2013 and increase according to AYP targets each year thereafter. (2012 Target of 57.5% met [72.4%], 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. (2012 Target of 20.1% for students in an EL program for fewer than 5 years met [38.3%] 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 California Standards Test will increase from 78.4% in 2012 to 89.2% in 2013. (2012 target 78.4% not met [69.2%], New Target for 2013 [89.2%])	
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. (2012 target 79% met [90%], New Target for 2013 [89.5%])	
Student groups and grade levels to participate in this goal: English Learners	Anticipated annual performance growth for each group: AMAO 1: According to AYP targets AMAO 2: According to AYP targets AMAO 3 ELA: According to AYP targets AMAO 3 Math: According to AYP targets
Means of evaluating progress toward this goal: CST data analysis CELDT data analysis	Group data to be collected to measure academic gains: CST CELDT

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal				
(e.g., Teaching and Learning, Staffing and Professional Development)				
Establish and monitor consistent schoolwide plan to implement the ELD curriculum in grades K-5. (ELD Specialist support)	Sept-June	Release time/Subs	\$1,000	District Sources
Provide professional development in content and language objectives for lesson design (CPAL training, district-provided ELD professional development).		Staff Training	\$1,800	FLAP
Provide professional development in addressing needs of Long-Term English Learners to include: Project STELLAR Learners; District Professional Development; Project STELLAR		ELD Specialist	District-provided	Project STELLAR
Establish Professional Learning Communities aimed at targeting EL progress.	Sept-June	Extra Assignment for teachers	\$4,200	Outside Sources
Use CPAL Classroom Observation Protocol to support staff efforts and to monitor implementation of SDALF strategies and ELD instruction.		Release Time/Subs	\$1,000	SI
Continue SuccessMaker differentiated software program to provide additional ELD support to students to assist students in advancing ELD levels.	Nov-June	Annual License	\$0 (annual license included in 2012 purchase)	Outside Sources PTA
Engage parents through English Learner Advisory Committee to create "buddy system" of target language and English language speaking families (ELAC recommendation).	Oct-June			
Create parent volunteer network to assist in a reading program.	Oct-June	Curricular	\$3,500	ELAP

either in library or in small group setting (ELAC recommendation).				SI
Provide parent trainings on effective reading strategies to incorporate in read-alouds (ELAC recommendation).	December-June	resources - reading adders, big books	\$200	outside sources

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) School Goal #4: Science MS- Revisit</p>	
<p>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 88% for 2012 to 90% in 2013. (2012 Target met 88% (90% New Target for 2013 90%)</p>	<p>Anticipated annual performance growth for each group: 2%</p>
<p>5th Grade Students</p>	<p>Group data to be collected to measure academic gains: CST Science</p>
<p>Means of evaluating progress toward this goal: CST data analysis</p>	

SCHOOL GOAL #4	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	Purchase and utilize appropriate curriculum resources to develop science units of study.	Sept- June	Curriculum resources	\$500	outside source
	Strengthen teacher capacity and expertise in Science through professional development (LMU Spanish Academic Certificate Program)	Sept - June	Staff Training Conference Sun days	\$500	outside source - UCLA partnership
	Continue to implement target language performance objectives for science units developed in grades K-5 (JLP FLAP objective)	Sept-June	-----	-----	---
	Provide professional development in content and language objectives for lesson design (OPAL training, Project STELLAR).	Sept-June	Sun days	\$500	Project STELLAR

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) School Goal #5: Spanish and Japanese Language Arts</p>	
<p>El Mariposa 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 is 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.</p>	<p>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.</p>
<p>Student groups and grade levels to participate in this goal: Students in grades K - 5</p>	<p>Anticipated annual performance growth for each group: 1 TLD level per year.</p>
<p>Means of evaluating progress toward this goal: performance assessments in listening, speaking, reading and writing in target languages</p>	<p>Group data to be collected to measure academic gains: Locally designed target language assessments</p>

SCHOOL GOAL #5	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	Implement language-focused science units developed during 2010-2012.	Sept- June	-----	-----	---
	Improve target language vocabulary and conceptual development by integrating technology into learning.	Sept - June	-----	-----	---
	Provide professional development opportunities to strengthen immersion instruction (SIP), (Joranda Pedagogica with LMU and LMU Spanish Academic Certificate Program)	Sept - June	Conference Attd	\$500 (SIP)	FLAP-SLP
	Develop Japanese language proficiency assessments in the target language (K-5).	Nov--May	sub days	\$5000 (JLP)	FLAP-JLP
	Develop grade-level Spanish writing prompts for every semester.	Oct--May	extra assignment/ sub days	\$4000 (SIP)	FLAP-SLP

VII. Annual Year-End Evaluation of School Plan Objectives

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

Goal #1	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.	2012 target 89% met [91.9%] New target for 2013: 91%

Goal #2	Objectives	MET/NOT MET/NOT MEASURABLE
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 93% in 2011 and increase by 3% each year thereafter.	2012 target of 83% met [85.2%] New target for 2013 [86%] Note: Federal AYP target is 89.2%

Goal #3	Objectives	MET/NOT MET/NOT MEASURABLE
School Goal #3: English Language Development		
	1. (AMAO 1) The percentage of English Language Learners who make adequate CELDT level progression will increase from 65% in 2012 to 57.5% in 2013 and increase according to AYP targets each year thereafter.	1. 2012 Target of 57.5% met [72.4%] 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% 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.	2. 2012 Target of 20.1% for students in an EL program for fewer than 5 years met [38.3%] 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 California Standards Test will increase from 78.4% in 2012 to 89.2% in 2013.	3. 2012 target 78.4% not met New Target for 2013 [89.2%] 4. 2012 target 79% met [90%] New Target for 2013 [89.5%]
	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.	

Goal #4	Objectives	MET/NOT MET/NOT MEASURABLE
	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 2012 to 90% in 2013.	2012 Target 88% met [90%] New Target for 2013 [90%]

Goal #5	Objectives	MET/NOT MET/NOT MEASURABLE
	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 SFL students met target Novice High

Goal #1, #2, and #4	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 3 of the 4 AMAO targets were met, ELs did not meet the ELA goal, which highlights the need for systematic, targeted ELD and SDLE 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: 5
	Percentage of School Plan Objectives met: 63%

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American		Asian			
Number Included	466	481	494	174	173	165	40	38	33	114	113	104
Growth API	917	931	942	953	968	966		937	945	927	922	991
Base API	909	917	931	949	953	968		927	937	896	927	922
Target	A	A	A	A	A	A				A	A	A
Growth	B	14	11	4	15	-2				31	-5	29
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged		Students with Disabilities			
Number Included	125	136	155	90	106	110	72	73	81	26	24	27
Growth API	856	891	908	828	851	894	832	853	888		865	827
Base API	869	856	891	806	826	851		832	853		841	865
Target	A	A	A	A	A	A		A	A			
Growth	-13	35	18	20	25	43		21	35			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	792	749	642
Percent with Prior Year Data	100	100	99.6
Number In Cohort	792	749	641
Number Met	503	409	424
Percent Met	64	54.6	66.1
NCLB Target	53.1	54.6	56.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
Number In Cohort	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
	593	374	583	326	576	242
163	213	169	160	190	128	
Percent Met	27.5	57	29	49.1	33.0	52.9
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	(Pending)	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

Appendix A - School and Student Performance Data (continued)

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

PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
AYP												
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	372	363	421	153	156	148	34	34	31	92	81	84
Percent	79.8	79.6	85.2	87.9	90.2	89.7	85.0	88.5	93.9	80.7	71.7	80.8
ESIMS	66.8	67.6	78.4	66.8	67.6	78.4	66.8	67.6	78.4	66.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	
Number	83	97	126	50	55	75	47	47	61	20	18	
Percent	66.4	71.3	81.3	55.6	51.9	68.2	65.3	64.4	75.3	76.9	75.0	
ESIMS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	
Met AYP Criteria	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	--	--	

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP								
	All Students		White		African-American		Asian		
	2010	2011	2010	2011	2010	2011	2010	2011	

The Single Plan for Student Achievement

El Rincon Elementary School

School Name

19-64444-6012678

CDS Code

Date of this revision: 11/05/2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index, California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA). ESEA requires each school to consolidate all school plans for programs funded through the CorpPp 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
Telephone Number: (310) 842-4340
Address: 11177 Overland Ave.
Culver City, CA 90230-5454
E-mail Address: reginaldbrunson@ccusd.org

Culver City Unified School District

School District

Superintendent: Dave LaRose
Telephone Number: (310) 842-4220
Address: 4034 Irving Place
Culver City, CA 90232
E-mail Address: davelarose@ccusd.org

The District Governing Board approved this revision of the School Plan on:

This site has agreed to the centralization of Economic Impact Aid to be utilized for site based services.

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.

II. School Vision and Mission

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

III. School Profile

El Rincon Elementary School, located at 11177 Overland Avenue, Culver City, CA 90230, is home to approximately 556 students in grades kindergarten through fifth. It serves a diverse student population - 28.5% Caucasian, 12% Hispanic, 36.2% African American, 2.7% Filipino, 4.8% Asian, 0.8% American Indian, 0.6% Pacific Islander and 13.6% 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, 1 Resource Specialist, and 22 classified personnel.

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 serve 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, Growing Great Garden, Family event nights, Open House, the Oweus 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, and conferences. 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.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

El Rincon is rich in culture and diversity. Our cultural groups include African American, Asian, Hispanic, and White. African Americans make up the largest portion of our school population, 36.2% or 187 students. The next largest population is our white cultural group. Whites make up 28.5% of the school population or 147 students. The Hispanic cultural group make up 12% of the school population, or 62 students, and the Asian culture make up 4.8% of the school population with 25 students.

Our English Learner group of students makes up 13.4% of the total school population. The Economically Disadvantaged subgroup contributes to 48% of the total population and students with disabilities make up 11% of the total school population.

The school's API has shown steady growth over the past three years. In 2007-2008, El Rincon moved from a base API of 827 to 835. In 2009-2009, El Rincon moved from a base API of 829 to 835. In 2009-2010, we moved from a base API of 835 to 838 and in 2010-2011, El Rincon moved from a base API of 838 to 831. Most recently, the results from the 2011-2012 school year, show a growth from a base API of 831 to 855. Our subgroups are represented with the following 2011-2012 API data: African American- 855, Hispanic- 846, White- 878, Economically Disadvantaged- 832, and the English Language Learners- 857.

B. Surveys

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 and document cameras in various 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 help 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.

C. Classroom Observations

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 evaluation 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 Oweus program to promote a safe, caring, and nurturing 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 benchmark assessment and CST 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 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. The staff has created an observation tool that will be used to monitor the use of the universal instructional strategies that the staff has chosen as our primary focus.

D. Student Work and School Documents

Gallileo Benchmark Assessments were first used in 2007-2008 for 1st - 5th grades. Teachers are using and have learned more about the capabilities of the Gallileo assessment system including the numerous data reports and blue prints that are available to teachers and administrators. Teachers are able to retrieve information to help identify and disaggregate student data that is necessary to drive instruction. We are continuing to use, learn more about, and improve our data analysis skills with the Gallileo program.

This year, we continue to focus on learning the Gallileo data analysis program and continue to administer the on-line benchmark assessments for our 1st through 5th grade students each trimester. By providing more technology in the classrooms, teachers are able to retrieve benchmark data sooner from the Gallileo program. Teachers receive their assessment results much faster and interventions and reteaching can begin immediately.

El Rincon Elementary School teachers are participating in grade level professional development (PLC). This will continue with a different grade level meeting each month focusing on differentiated instruction. This helps meet the needs of individual students. We continue to integrate technology and science across the curriculum throughout each grade level.

Maintaining a safe and secure learning environment is of paramount importance. We support a progressive schoolwide discipline plan focusing on the positive aspects of catching our students doing something good. We offer positive incentives such as monthly awards assemblies, classroom awards, and star student. Clear and consistent rules, rewards, and consequences help children understand what is expected of them. Excellent citizenship is a school wide expectation. Positive classroom environments are created through the implementation of the Caring School Community Program - daily school wide assemblies, and classroom recognition. We continue to use the Peacemakers Program to help students deal effectively with conflicts. In this program, fifth graders have been trained to be peer counselors on the playground. El Rincon will also be fully implementing the Olweus Anti-Bullying program in the 2012-2013 school year.

We take advantage of, and enjoy, the diversity of resources in our community by encouraging parent and community participation with our volunteer opportunities and business and community partnerships. Service organizations such as Lions Club, provide vision screening to students. Dental screening is offered annually by community dentists. Our Growing Great program provides classroom nutritional instruction and opportunities to plant and harvest in our garden.

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

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

- Star Test Data
- Open Court Reading Assessments, comprehension check points, vocabulary and spelling
- Envision Math Assessments
- Fluency Assessments
- Teacher Created Assessments
- Benchmark Writing Assessments
- Johnston Spelling Inventory
- Basic Phonics Skills Test (BPSIT)
- Phonemic Awareness Assessments such as segmenting and oral comprehension (K-1st grade)
- Office of Child Development Kindergarten Readiness Assessment for incoming kindergarten students

El Rincon teachers are using benchmark assessment data to drive instruction, to design interventions, and as a tool for differentiation of instruction. Second through fifth grade teachers are able to use the data from trimester benchmark assessments to predict student success on the end of the year CST. Teachers working in grade level teams retrieve data from the Gallileo program. They examine the data from the Developmental Profile and At-Risk Analysis reports to determine student academic needs. During "Data Analysis Day" and grade level meetings, teachers collaborate to identify and evaluate the needs of their students based on interim and benchmark

assessments. They use this data to design immediate intervention and enrichment lessons for individual students within small groups across each grade level.

We have ongoing instructional support provided by our English Language Development (ELD Specialist) and by Beginning Teacher Support and Assessment personnel (BTSA TOSA). The ELD Specialist assists and provides instructional strategies and resource support for teachers with EL students. The BTSA TOSA provides instructional strategies and support for beginning teachers. Our Resource Specialist Program provides support and suggestions to teachers to help identified students who are struggling across the curriculum. The physical education program provides a thirty minute daily (5 times per week) opportunity for teachers to collaborate in grade level teams.

El Rincon teachers adhere to standards based instruction as outlined in the California Content Standards. All instructional materials are standards based and the mathematics curriculum (Envision Math) is from the recent state program adoption. Essential standards have been identified and are being taught across each grade level. Benchmark assessments are administered three times each year to students in grades one through five. Kindergarten and first graders are given other appropriate periodic assessments in English Language Arts and Mathematics. Benchmark assessment data is used to inform instruction and to determine intervention and enrichment opportunities to meet the needs of our students.

In an effort to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments, El Rincon and the Culver City Unified School District have been participating in the Title I Part A - Improving The Academic Achievement Of The Disadvantaged program under the federal ad No Child Left Behind. Under this program, El Rincon has been receiving funding known as Targeted Assistance in a Targeted Assistance School. Title I funds may be used only for services to eligible children identified as having the greatest need for special assistance (students scoring below proficient on the California Standards Test or other alternative assessments.)

Through analyzing our data and student outcomes, we determined our Title I funds will be better utilized through a comprehensive reform strategy designed to upgrade the entire educational program in our school starting in the 2012-2013 school year. Our primary goal will be to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on the CST.

V. Description of Barriers and Related School Goals

GOAL #1: English Language Arts
 85% of kindergarten through 1st grade students will meet or exceed district benchmarks for ELA each year.

The percentage of students in grades 2-5 scoring at the proficient or advanced level in ELA will meet the 2012-13 AYP target of 89.2% as measured by the California Standards Test.
 English Language Learner Students and Social-Economically Disadvantaged Students(SED) will meet the AYP target of 89.2% or alternatively achieve the AYP target through safe harbor.

Measure:
 CST, benchmarks, unit and chapter tests.

Barriers: El Rincon Staff have participated in a number of professional development trainings, yet there are still students who are not at proficiency in ELA. However, the staff has been trained and is implementing SuccessMaker software as an intervention for our Far Below Basic, Below Basic, Basic students which provides practice opportunities and instruction in ELA that is aligned to the California grade level content standards for K-8.

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 proficient or above on grade level rubric by the end of the 2012-2013 school year.

Measure:
 Grade level writing rubrics based on California Writing Standards.

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

Goal #3: Mathematics
 The percentage of students in grades 2-5 scoring at the proficient or advanced level in Math will meet the 2012-13 AYP target of 89.5% as measured by the California Standards Test.

Measure:
 Topic Tests, Benchmark assessments, Teacher generated assessments, CST

Barriers: In the 2012-13 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 in grade 5 scoring at the proficient or advanced level in Science will increase 3% based in the 2011-2012 CST scores

Measures: Chapter Test, CST

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: Sub-group Proficiency

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The percentage of English Language Learners (ELL) in grades 2-5 scoring at the proficient or advanced level in math will increase 10% to achieve Safe Harbor by the end of the 2012-13 school year as measured by the California Standards Test

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 2012-13 school year as measured by the California Standards Test.

Measures: Topic and Chapter Tests, Benchmark Assessments, SuccessMaker, CST

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 LETLS. 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 2012-2013 school year.

Appendix A data is based on 2012-2013 school year.

Appendix C data is based on 2012-2013 school year.

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VI. Planned Improvements in Student Performance (continued)

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 during the 2012-13 AYP of progress. As a result, it has adopted the following action goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

<p>SCHOOL GOAL #1 (Based on conclusions from Analysis of Program Components and Student Data pages) GOAL #1: English Language Arts 85% of kindergarten and 1st grade students will meet or exceed district benchmarks for ELA each year. The percentage of students in grades 2-5 scoring at the proficient or advanced level in ELA will meet the 2012-13 AYP target of 89.2% as measured by the California Test. Alternatively students will achieve State Harbor. English Language Learner Students and Social/Economically Disadvantaged students will meet the AYP target of 89.2% or alternatively achieve the AYP targets through safe harbor.</p>	<p>Anticipated annual performance growth for each group: 85% of kindergarten through 1st grade students will meet or exceed district benchmarks for ELA each year. The percentage of students in grades 2-5 scoring at the proficient or advanced level in ELA will meet the 2012-13 AYP target of 89.2% as measured by the California Standards Test. English Language Learner Students and Social/Economically Disadvantaged Students(SED) will make gains to achieve the AYP target or meet safe harbor.</p>
<p>Student groups and grade levels to participate in this goal: Kindergarten and 1st Grade; 85% of students will meet or exceed district benchmarks for all four areas of phonemic awareness. The percentage of students in grades 2-5 scoring at the proficient or advanced level in ELA will meet the 2012-13 AYP target of 89.2% as measured by the California Standards Test.</p>	<p>Group data to be collected to measure academic gains: Successflier Galileo Benchmark Assessments Open Court Unit/Chapter tests CST</p>
<p>Means of evaluating progress toward this goal: District Benchmark Assessment for K-5 Successflier Galileo Benchmark Assessments Open Court Unit/Chapter tests CST</p>	<p>Group data to be collected to measure academic gains: Successflier Galileo Benchmark Assessments Open Court Unit/Chapter tests CST</p>

<p>SCHOOL GOAL #1 Actions to be Taken to Reach This Goal (4.9) Teaching and Learning, Staffing and Professional Development Student Learning Objectives and Standards will receive emphasis in small groups. The single plan for student achievement</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures Instructional Aides</p>	<p>Estimated Cost</p>	<p>Funding Source Title I</p>
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<p>SCHOOL GOAL #1 Actions to be Taken to Reach This Goal Consider all appropriate dimensions e.g., Teaching and Learning, Staffing and Professional Development Provide K-5 students with an individualized plan to work with small groups of students in flexible achievement levels. Provide professional development opportunities for staff to improve instruction and student achievement. Provide professional development opportunities for staff to improve instruction and student achievement. Student meeting at base to set below basic level will be defined before during and after school interventions to enhance reading comprehension skills using the curriculum and Successflier. Monitoring/Evaluation: Teachers and Principals will monitor and actively encourage attendance in before and after school Successflier intervention. We will closely monitor the Galileo data of students participating in these interventions.</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures (\$39,000.00)</p>	<p>Estimated Cost</p>	<p>Funding Source Title I</p>
<p>Intervention: daily time for working (universal access and flexible grouping strategies) in all interventions. Monitor system to school communication regarding grade level expectations and standards assessments of classes. Provide staff development on standards based instruction, data analysis, and create formative assessments of classes. Teaching in grades 2-5 will be involved in data analysis sessions with the principal. Using data to inform instruction and monitor student progress will be a priority for all teachers. The need to be rethought in smaller groups. Teachers will assess students to show mastery of these skills. Data will be shared with grade level, principal, and Principal. Monitoring/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 the data during data analysis sessions.</p>	<p>September - June January-March-May</p>	<p>\$2,100.00</p>	<p></p>	<p>81</p>
<p>The principal will provide feedback to teachers after classroom walk throughs to reinforce effective teaching practices. Monitoring/Evaluation: Principals informal and formal classroom observations and conferences.</p>	<p>September - June</p>	<p></p>	<p></p>	<p></p>
<p>Teachers will continue to learn and implement best instructional practices and instructional design. Teachers will attend professional development opportunities provided by the District. Teachers will meet with their grade level teams to collaborate around best practices and data. CST and CREDIT working on academic progress, high engagement strategies using Open Court to build on what they struggle with the teacher is supported by EL support in meeting proficiency. The Single Plan for Student Achievement</p>	<p>September - June September - June</p>	<p>Professional Expenditures as provided by District</p>	<p></p>	<p></p>

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SCHOOL GOAL #1	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	<ul style="list-style-type: none"> K-2 teachers are being trained by Consultant, Pam Barret, Mrs. Barret's training focuses on modeling and coaching teachers on the use of the writing strategies and comprehension skills using Open Court ELA curriculum as the vehicle to teach and model these strategies. The effective implementation of these strategies is essential to supporting our EL subgroup in meeting grade level proficiency. Instructional aides will be trained by Consultant, Pam Barret on instructional strategies for students not yet proficient in ELA. 	November 7			
	Successful training will be provided to staff.				
	Teachers and the Principal will conduct data analysis using District Benchmark assessments.	November - May			

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	<p>Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Goal #2: Writing</p> <p>First through fifth grade teachers will administer a minimum of three (three) open-ended writing prompts aligned to their grade-level writing standards whereas 50% of their students will score a proficient or above on a grade level rubric by the end of the 2012-2013 school year.</p> <p>Student groups and grade levels to participate in this goal: All kindergarten, 5th grade students</p> <p>Significant focus on our English language learners and Socioeconomically Disadvantaged populations.</p> <p>Method of student progress measures toward this goal: Kindergarten - 5th grade will be evaluated with District benchmarks for writing Grades 2-5 will be evaluated by the Writing Strategies portion of the CST 4th Grade STAR Writing results Writing responses(OCE)</p>				
	Anticipated annual performance growth for each group: 50% of the English language learners will meet the writing benchmark for the 2012-13 school year. 50% of the Socioeconomically Disadvantaged students will meet the writing benchmark for the 2012-13 school year.				
	Group data to be collected to measure academic gain: District benchmarks CST 4th Grade STAR Writing results Grade level writing prompts Writing responses(OCE)				

SCHOOL GOAL #2	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	<p>Teachers will continue to make implementation of "Step Up to Writing" or Open Court Writing component</p> <p>Teachers will become familiar with the district assessments and rubrics.</p> <p>Provide staff development to improve student achievement</p> <p>Monitor Evaluation: Teachers will be required to provide the writing prompts and testing sites for the writing prompts. Teachers and principal will collect and analyze writing assessment data.</p> <p>Provide professional development for implementing Writing Workshop strategies including exemplars, claim charts, and rubrics.</p>	September - June			
		October, November, February			

SCHOOL GOAL #2	Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1	Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	September - October			
2	Part B and educational consultant, will provide all K-5 teachers training in the area of writing. Teachers will deliver the released STAR writing prompts to support students in mastery of the three genres: Narrative, Expository, and Descriptive, and Summary.	September - June			EIA
3	Provide extra instruction for English language learners in writing strategies through the ELD Specialist and Instructional Assistants.	January, March, April	\$400.00	\$400.00	SI
4	Target ELD instruction by ELD Specialist based on identified feedback from ELD monitoring. The ELD Specialist will provide an instructional response to each fourth grade writing skills in expository and summary as well as an instructional response to each fourth grade writing skills in narrative and descriptive.	September - June	\$20,000.00		This
5	Teachers in grades 7-5 will provide small group instruction as needed to improve writing skills. Provide 100's students with an instructional aide to work with small groups of students to facilitate the most effective classroom intervention program.				
6	Develop focus in school conversation regarding grade level expectations and grade level standards for writing.	September-June			
7	The Principal will work collaboratively with the fourth grade team focusing on writing instruction in summary, narrative, and expository & descriptive genres. This collaboration and inquiry instruction is all fourth grade classrooms. Teachers will not test release questions on the writing application portion of the CST. Fourth grade teachers administer the STAR Writing Achievement Inventory in March.	October-March 2012 2013 school year			

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VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3	Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1	Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	September - June			
2	Teachers will focus on key academic standards for Math curriculum. Research-based strategies involving math standards. School-wide monthly grade level cross-grade level release time. Adherence to current math pacing guide. Teachers will use mathematics to help students with the conceptual understanding of math.	September - June			
3	Means of evaluating progress toward this goal: District Benchmark Assessments SuccessMaker Math Topic Test Teacher made assessments	Group data to be collected to measure academic gains: CST District Benchmark Assessments SuccessMaker Math Topic Test Teacher made assessments			

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SCHOOL GOAL #3

Based on conclusions from Analysis of Program Components and Student Data pages) Goal #3 Mathematics
The percentage of students in grade K-1 scoring at proficient or advanced in math based on student assessments.
The percentage of students in grade 2-5 scoring at the proficient or advanced level in math will meet the 2012-13 AYP target of 69.5% as measured by the California Standards Test. Alternatively, we will make safe harbor to meet federal targets.
English Language Learner Students and Socio-Economically Disadvantaged Students(SED) will meet the AYP target of 69.5% or alternatively will make gains to meet safe harbor.

Student groups and grade levels to participate in this goal:
All students grades K-5 with specific focus on English Language Learners (ELL) and Socio-Economically Disadvantaged Student(SED) populations in Grades 2-5

Anticipated annual performance growth for each group:
69% The percentage of student in grade K-1 scoring at proficient or advanced in Math.
69% The percentage of student in grade K-1 scoring at proficient or advanced in Math will meet the 2012-13 AYP target of 69.5% as measured by the California Standards Test.

English Language Learner Students and Socio-Economically Disadvantaged Student(SED) will make gains to meet safe harbor.

SCHOOL GOAL #3	Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
(E.g., Teaching and Learning, Staffing and Professional Development)	Consider all appropriate dimensions of the work intervention, including the work intervention itself. Provide K-5 students with an individualized plan to work with small groups of students to address the most effective classroom intervention program in the school. Use high engagement strategies in lesson presentation. Use high engagement strategies in lesson presentation. Making student life fun with student data to be utilized by the Principal each semester. Students will be assessed after small group instruction and data will be analyzed by teacher and the Principal.	September - June	\$30,000.00		TSA I
	The Principal will frequently monitor classrooms to ensure that strategies taught in Professional Development are implemented in all classrooms. Develop norms to school communication regarding grade level expectations and standards. Provide staff development on standards based instruction, data analysis, and create formative assessments on campus. Teachers in grades 2-5 will be involved in data analysis days with the Principal. Using reports from Gates the teacher and Principal will identify math standards that need to be re-taught to students in small groups. Teachers will be involved in data analysis days with the Principal. The Principal will be encouraged to support math and mastery at home. Monitor/evaluate: Staff and Principal will monitor how our "Teacher" students are progressing in Math. To ensure that they meet proficiency by collecting data and reviewing during data analysis days.	September - June January, March, May	\$600.00 Cost for Substitution services		TSA I
	All students will learn math facts with automaticity. Teachers will be encouraged to support math and mastery at home. Teachers will use the CST test results from in math from previous CST to determine the rigor of the questions and to analyze the timing of the questions. This information will be used in instruction to support students in meeting grade level expectations.	Daily January-May			

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VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4	Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
(E.g., Teaching and Learning, Staffing and Professional Development)	Based on conclusions from Analysis of Program Components and Student Data pages) Goal 3k, Science The percentage of students scoring at the proficient or advanced level in science will increase from the current 73% proficient or advanced to 82% by the end of the 2012-13 school year as measured by the California Standards Test. (CST) Student groups and grade levels to participate in this goal: All students in kindergarten - 5th Grade. Means of evaluating progress toward this goal: Classroom Teacher made quizzes School wide participation in Science Fair	September - June			TSA I
	Participated annual performance growth for each group: K-4 students will make adequate progress towards grade-level standards using district adopted curriculum. Grade 5 increase from 73% proficient/advanced to 82% on the 2012-2013 CST Group data to be collected to measure academic gains: CST Classroom Teacher and Unit tests Teacher made quizzes	September - June			TSA I

SCHOOL GOAL #4	Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
(E.g., Teaching and Learning, Staffing and Professional Development)	Purchase supplemental instructional materials Increase investigative opportunities in the science lab through collaboration with LNU/UCLA and Orange Coast College to enhance the science instruction and provide ongoing professional development for science 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. Engage students in the CST test and science questions to provide students with practice opportunities that cover the science standards. Science Fair to build enthusiasm and interest in science.	September - June September - June			TSA I
	Work with LNU 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 learning science.	November, February, April January - May			El Razon, District CAB

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VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) The percentage of English Language Learners (ELL) in grades 2-5 scoring at the proficient or advanced level in ELL will increase to reach "Safe Harbor" by the end of the 2012-13 school year as measured by the California Standards Test. The percentage of Socioeconomically Disadvantaged Students (SED) in grades 2-5 scoring at the proficient or advanced level in English Language Arts will increase to reach "Safe Harbor" by the end of the 2012-13 school year as measured by the California Standards Test.</p>	<p>Anticipated annual performance growth for each group: English Language Learners (ELL) increase 10% based on Safe Harbor measures. Socioeconomically Disadvantaged Students (SED) increase 10% based on Safe Harbor measures.</p> <p>Means of evaluating progress toward this goal: Galileo Math Benchmark Assessments Classroom Assessments SuccessMaker Reports Main Topic Tests</p>
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<p>SCHOOL GOAL #5 Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) Professional Development: The ELL Specialist will provide support to teachers in the implementation of the ELD curriculum. Language Carnivals Professional Development: (to be provided by the Pearson Learning on Demand program) Professional Development (Socioeconomically Disadvantaged) 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 the District Family Literacy Program. District and After School Intervention: Chess SuccessMaker Club District and After School Intervention: Chess SuccessMaker Club Teachers and Principals will monitor student attendance in the club and provide incentives for attendance through awards and prizes. Teachers and Principals will analyze SuccessMaker data.</p>	<p>Start Date Competition Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
	October - June September - March November			District funding District funding District funding
	September - June	\$1,098.94 (Maintenance and Support) (per hour)		Title I/CCCF

Teachers will incorporate the technology component of the English Math program into lesson.

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<p>SCHOOL GOAL #5 Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) Teachers will use the Pearson Math Games and Pearson Math Games to provide differentiated instruction for students with learning difficulties. Teachers will use manipulatives and technology tools (account software, LCD projector, Smartboard) to provide instruction with visuals to support EL students of conceptual understanding of math.</p>	<p>Start Date Competition Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
	September - June September - June			

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VII. Annual Year-End Evaluation of School Plan Objectives

El Rincon Elementary 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 / Not Met / Not Measurable

The percentage of students in grades 2-5 scoring at the proficient or advanced level in ELA will increase from 64.3% to 78% 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.

Met / Not Met / Not Measurable

Writing: First through fifth grade teachers will administer a minimum of three (Kindergarten two) writing prompts aligned to their grade-level writing standards while 80% of their students will score a 3 or above by the end of the 2011-12 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 66.3% 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

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.

Met

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%

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students		White		African-American		Asian		Students with Disabilities			
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	319	353	351	56	67	70	137	136	126	13	14	14
Growth API	838	832	866	894	897	878	811	809	855	918	904	904
Base API	836	838	831	894	894	886	826	811	808	952	918	918
Target	A	A	A	A	A	A	A	A	A	A	A	A
Growth	2	-6	35	3	3	-8	-15	-2	47			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic		English Learners		Economically Disadvantaged		Students with Disabilities					
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	97	113	117	54	67	67	146	178	157	21	46	50
Growth API	822	807	846	865	810	857	804	795	832	567	655	655
Base API	791	822	807	802	865	810	782	804	795	525	525	567
Target	5	A	A	A	A	A	5	A	5			
Growth	31	-15	41	63	-55	47	22	-9	37			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	792	749	642
Percent with Prior Year Data	100	100	99.8
Number in Cohort	792	749	641
Number Met	503	409	424
Percent Met	64	54.6	65.1
NCLB Target	53.1	54.6	56.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2009-10	2010-11	2011-12	2011-12
Number in Cohort	Less Than 5	5 Or More	Less Than 5	5 Or More
	593	374	583	326
Number Met	163	213	169	160
	27.5	57	29	49.1
Percent Met	27.5	57	29	49.1
	27.5	57	29	49.1
NCLB Target	17.4	41.3	18.7	43.2
	17.4	41.3	18.7	43.2
Met Target	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	(Pending)	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

Appendix A - School and Student Performance Data (continued)

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

PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
AYP	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	99	100	100	100	100	100	100	100	100	100	100
Number	202	225	247	40	50	54	79	80	85	11	11	14
Percent	63.3	64.3	70.6	71.4	74.6	77.1	57.7	58.8	67.5	84.6	78.6	100.0
ES/MS	58.8	67.6	78.4	58.8	67.6	78.4	58.8	67.6	78.4	58.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantaged			Students w/Disabilities		
AYP	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	99	99	100	99	100	100	99	100	100	100	99
Number	60	66	75	40	44	44	83	99	97	4	11	22
Percent	61.9	59.5	64.7	74.1	66.7	65.7	56.8	56.2	61.8	19.0	25.6	44.9
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP													
	All Students				White				African-American				Asian	
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Number	204	236	281	45	53	52	77	84	91	11	13	13	13	13
Percent	63.9	66.9	74.4	80.4	79.1	74.3	56.2	61.8	72.2	84.6	92.9	92.9	92.9	92.9
ESMS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1
Met/AYP Criteria	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP													
	Hispanic				English Learners				Socioeconomic Disadvantage				Students w/Disabilities	
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Number	56	69	86	37	41	54	79	103	106	5	16	26	26	26
Percent	57.7	61.1	73.5	68.5	61.2	80.6	54.1	57.9	67.5	23.8	34.8	52.0	52.0	52.0
ESMS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1
Met/AYP Criteria	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12											
	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning	Number Tested						
1	1	9	1	9	8	73	1	9				11
2	4	33	4	33	3	25	1	8				12
3	2	15	2	15	7	54				2		13
4			3	30	4	40	2	20		1		10
5			*****	***	*****	***						*****
Total	7	14	12	24	23	47	4	8		3		49

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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.

Galileo Benchmark Assessments in Language Arts and Mathematics

STAR Test Data

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 (BPS1)

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 Galileo Benchmark 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 from Development Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given three times a year to all the students in first through fifth grade. Through data analysis, teachers are able to identify students who are at risk of not meeting grade level proficiency in the CST.

Staffing and Professional Development

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

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

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
- Principal's Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
- The Principal of El Rincon Elementary School has completed all necessary requirements of AB 75/AB 430 training as of June 2012.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
- As of the 2012/2013 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.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
- During PLC meetings, 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 for individual students across each grade level.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
- Ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSAs) and by Beginning Teacher Support and Assessment Personnel (B/TSA TOSAs). Our Resource Specialist Program 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.

8. Teacher collaboration by grade level (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 collaboration meetings.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
- All teachers at El Rincon Elementary School adhere to the California Content Standards. All instructional materials are standards based and in social studies and science the materials are from the recent State adoptions. Essential standards have been identified and are being taught across the grade levels. Essential Standards are listed on the District's website for easy access. Benchmark assessments are administered three times each year to students in grades one through five. Kindergarten are given other appropriate periodic assessments in English Language Arts

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and mathematics. Benchmark assessment data are used to inform and drive instruction and to determine intervention and enrichment needs.

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

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

ENGLISH LANGUAGE ARTS:

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

11. Lesson pacing schedule (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. Formative and interim 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.

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

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

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (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, intervention, and enrichment
Pearson Science
Houghton-Mifflin Social Studies

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

Opportunity and Equal Educational Access

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

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

15. Research-based educational practices to raise student achievement at this school (NCLB)

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 difficulties and identify areas for enrichment. The program we use is called ATT/Galileo and it provides periodic benchmark assessments which are used to inform instruction. 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.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

At El Rincon Elementary School, opportunities for increased learning time will be funded by Title I.

17. Transition from preschool to kindergarten (Title I SWP)

Our preschool and kindergarten have participated in district meetings designed to "bridge the gap" between preschool and kindergarten. They collaborate on a regular basis. Throughout the year, teachers combine preschool and kindergarten classes to read, plant, do yoga, and learn together. Teachers discuss incoming kindergarten student placement from preschool, and their needs. Incoming students are assessed prior to entering kindergarten by our preschool teachers and Office of Childhood Development.

Our school offers a Kindergarten Orientation Night to discuss kindergarten registration, getting ready for kindergarten, kindergarten curriculum, and the daily schedule. Parents of incoming kindergarten students meet the school principal, teachers, and support staff. Parents of incoming kindergarten students are also scheduled to have a tour of the school and sign up for their tour at the Kindergarten Orientation Night. El Rincon also schedules a beginning of the year event to welcome incoming the kindergarten children and their parents to the school.

In the 2012-13 school year El Rincon will offer a Transitional Kindergarten class for those children entering C.CUSD who are not eligible to begin kindergarten due to the change in the kindergarten entrance date.

Our District and school websites post information about Kindergarten registration, Transitional Kindergarten parent meetings, and school tours for prospective parents held monthly beginning in March through June of the school year.

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Involvement

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

- The following resources are available to the students of El Rincon Elementary School:
 - Science Fair
 - Young Storytellers- 4th and 5th
 - Discovery Center
 - Mad Science
 - 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 Hirsch, 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)
 - Cougar Chorus
 - TGA Golf Program
 - Oliveus Class Meetings

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

- In an effort to increase parental involvement, the following opportunities exist:
- English Learner's Advisory Committee
 - School Site Council
 - STEM Night
 - PTA
 - PTA Book Fairs
 - Booster Club
 - Parent Della Force
 - Parent Student Handbook
 - School website
 - Volunteer opportunities in classrooms, on field trips, and school wide extra-curricular activities
 - Family Literacy
 - Family Movie Night
 - Family Reading Night
 - Family Game Night
 - Winter Chorus Concert
 - Annual Student-Parent-Teacher conferences
 - Back to School Night
 - Open House
 - Family Center/Didi Hirsch Mental Health Clinic sponsored Parenting Class

- Growing Great Garden
- African American History Program
- Cinco de Mayo Celebration
- Jog a Thon
- Parent SuccessMaker Workshops
- Parent CST Workshops
- Arts Integration Program
- SuccessMaker Club
- Parent Education Workshops

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

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

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

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

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

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$48,426.00
<input type="checkbox"/> High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education); AB 1802 ELAP	\$ \$ 0
Total amount of state categorical funds allocated to this school	\$

Federal Programs under No Child Left Behind (NCLB)

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D, Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A, Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> Title I, Part A, Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A, Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A, Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D, Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A, Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A, Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V, Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B, Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe) ⁽²⁾ Budget data is preliminary based on 2011-2012 school year. A revised budget and allocations will be included in the updated plan for Fall of 2012.	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$

(2) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - Recommendations and Assurances (El Rincón Elementary School)

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
 - State Compensatory Education Advisory Committee
Signature _____
 - English Learner Advisory Committee
Signature _____
 - Special Education Advisory Committee
Signature _____
 - Gifted and Talented Education Program Advisory Committee
Signature _____
 - District/School Liaison Team for schools in Program Improvement
Signature _____
 - Compensatory Education Advisory Committee
Signature _____
 - Departmental Advisory Committee (secondary)
Signature _____
 - Other committees established by the school or district (list):
Signature _____
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: November 13, 2012

Attested:

Reginald Brunson
Typed Name of School Principal _____ Signature of School Principal _____ Date _____

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

Appendix E - Home/School Compact

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

Student Pledge:

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

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

Parents Pledge:

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

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

Staff Pledge:

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

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

Appendix F - School Site Council Membership: El Rincon Elementary School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ragnild Brunson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karna Nicolis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Linda Schumitzky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steve Zee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patty Pratt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Robert Decker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Diane DiFranco	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Hiller	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristen Pomaroy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neil Glickman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	0

(43) At elementary schools, the school site council must be constituted to assure 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, the council 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.

**El Rincon Elementary School
School Parental Involvement Policy**

PART I. GENERAL EXPECTATIONS

El Rincon Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, and distribute to parents of El Rincon students, a School Parental Involvement Policy that the school and parents of El Rincon students agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's School-Parent Compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

 - (A) that parents play an integral role in assisting their child's learning;
 - (B) that parents are encouraged to be actively involved in their child's education at school;
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. El Rincon will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Include a review of the Parental Involvement Policy and the School-Parent Compact as an agenda item for a School Site Council meeting.
 - Include adoption of the Parental Involvement Policy and the School-Parent Compact as an agenda item for a School Site Council meeting.
2. El Rincon will take the following actions to distribute to parents of El Rincon students and the local community, the School Parental Involvement Policy:
 - The Policy will be part of the Parent Handbook which will be accessible on the El Rincon Website.
 - The Policy will be posted on the El Rincon website.
3. El Rincon will provide to parents a description and explanation of the California State Standards, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 - Links to the California State Standards will be provided on the El Rincon website. Hard copy will be available upon request.
 - The links for California State Standards will be made available to parents in their child's classroom during Back-to-School Night.
 - El Rincon teachers share assessment results during at-risk conferences with parents for students who are at risk of not meeting grade-level standards.
 - El Rincon teachers share assessment processes and results during parent-teacher report card conferences.
4. El Rincon will provide parents opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children. El Rincon will address suggestions in a timely manner:
 - Parents are invited to join PTA and participate in monthly meetings.
 - Parents are invited to attend monthly Site Council meetings.
 - Parents meet with El Rincon teachers for parent conferences for students who are at risk at the time of the first grade-reporting period
 - Parents meet with El Rincon teachers for parent-teacher report card conferences.

- Principal will provide regular coffee and chat meetings with parents.
 - Parents may make appointments to speak with school personnel to discuss their children's program at any time during the school year.
5. El Rincon will submit to the district any parent comments if the schoolwide plan under section (114)(b)(2) is not satisfactory to parents of El Rincon students:
 - The members of the El Rincon community are made aware of the Williams Uniform Complaint Procedures in the following ways:
 - Parent handbook which will be accessible on the El Rincon Website.
 - District beginning-of-the-year paperwork
 - Posters displayed in the front office and classrooms

PART III. SHARED RESPONSIBILITIES TO PROMOTE A HIGH LEVEL OF STUDENT ACADEMIC ACHIEVEMENT

1. El Rincon will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement in working to improve student academic achievement, through the following activities specifically described below:
 - Parents are encouraged to participate in the El Rincon PTA.
 - Parents are encouraged to volunteer in student classrooms and for school events.
 - Teachers keep an open line of communication with parents.
 - School designs effective forms of school-to-home and home-to-school communications with all families, and provides information and ideas to families about how to help students at home with homework and other curricular-related activities.
2. The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:
 - The School-Parent Compact will be included in the Parent Handbook at the beginning of each school year which will be accessible on the El Rincon Website.
 - The compact will be reviewed by the School Site Council and the El Rincon Leadership team at the end of each school year for the following year

3. El Rincon will, with the assistance of the district office, provide assistance to parents of El Rincon students in understanding topics such as the following:

- * the State's academic content standards,
- * the State's student academic achievement standards,
- * the State and local academic assessments including alternate assessments,
- * how to monitor their child's progress
- * how to work with educators

This will be accomplished through:

- Back-To-School Night
- Open House
- Student, Parent, Teacher Conferences
- Parent Information Nights
- Coffee and Chats with Principal

4. El Rincon will, with the assistance of the district office, provide materials and training to help parents work with their children to improve their children's academic achievement. Such training might include literacy training and using technology in the following forums:

- PTA
- School Site Council
- Parent Information Nights
- Coffee and Chats with Principal

IV. BUILDING CAPACITY FOR INVOLVEMENT

1. Assisting parents to understand topics such as content and achievement standards, state/local assessments, Title I requirements, how to monitor their child's progress, and work with educators to improve the achievement of their child.

2. Providing materials/training to help parents work with their children (e.g., literacy training using, technology, etc.)

3. Educating staff, with the assistance of parents, on how to reach out to, communicate with, and work with parents as equal partners.

V. ACCESSIBILITY

1. El Rincon will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents/guardians of El Rincon students in an understandable and uniform format. This will include alternative formats upon request, and, to the extent possible, in a language the parents can understand:

- Information that is sent home is sent in English and in Spanish
- Providing translators when necessary

* * * * *

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed upon by El Rincon parents as evidenced by School Site Council Minutes.

This policy was adopted by El Rincon on _____ and will be in effect for the period of _____. The school will distribute this policy to all parents on or before _____.

It will be made available to the local community on or before _____. El Rincon's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

(Principal)

El Rincon PARENTAL INVOLVEMENT COMPACT
A LEARNING PARTNERSHIP BETWEEN HOME AND SCHOOL

This compact pledges our entire school community to increase student reading and math skills so that all students will be proficient by the end of third grade.

Parent/Guardian Commitment:

I want _____ to teach his/her full academic potential. Therefore, I will commit to do all of the following:*

- Create a partnership with my child's teacher through:
- Supporting the school and district's homework, discipline, and attendance policies.
- Letting the teacher know if my child has any problems with learning.
- Using learning materials the school sends home to help my child.
- Supporting reading in my home at least twenty minutes everyday.
- Reviewing all school communication and returning notices in a timely fashion.
- Being involved in my child's education through participation in school events and other volunteer opportunities.
- Personal focus (examples: Join P.T.A., get child to school on time, volunteer in class, attend a School Site meeting)

Parent Signature: _____

* If extenuating circumstances prevent me from a full commitment, I will offer an explanation to the appropriate administrator(s) or staff member(s).

Teacher Commitment:

I want all my students to reach their full academic potential. Therefore, I will commit to do all of the following:

- Providing a challenging and positive instructional program based on grade level standards and addressing the individual needs and strengths of all students.
- Creating a partnership with every family in my class through:
- Communicating my approach to teaching, expectations, and grading system to students and their families.
- Monitoring student progress and updating parents on a regular basis.
- Making sure all students get help in a timely manner, as needed.
- Sending home appropriate learning materials to support or enhance grade level standards.
- Making sure homework assignments are clear and reflect classroom instruction.

Pupil Commitment:

I want to reach my full academic potential. Therefore, I will commit to do all of the following:

- Create a partnership with my teacher through:
- Letting my teacher and family know if I need help.
- Being responsible for my own behavior by following school and classroom rules.
- Displaying positive character values that support my learning and the learning of others.
- Understanding that my effort creates progress.
- Reading on my own and with my family everyday and completing all required assignments.
- My next step for this year is _____

Pupil Signature: _____

School's Responsibility

- Providing high-quality curriculum and instruction.
- Providing a supportive, effective, safe, and nurturing learning environment.
- Principal will support all members of the school community to attain the social-emotional and academic growth of all students.
- Keeping parents informed through various types of communications: (email, website, phone messages, fliers, morning assembly, etc)

The Single Plan for Student Achievement

Farragut Elementary School

School Name

19-64444-6012694

CDS Code

Date of this revision: October 27, 2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index, California Education Code sections 41507, 41572, and 64001 and the federal 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: Christine Collins
Position: Interim Principal
Telephone Number: (310) 842-4323
Address: 10820 Farragut Dr.
Culver City, CA 90230-4107
E-mail Address: christinecollins@ccusd.org

Culver City Unified School District

School District

Superintendent: Mr. Dave LaRose
Telephone Number: (310) 842-4220
Address: 4034 Irving Place
Culver City, Calif. 90232
E-mail Address: davidlarose@ccusd.org

The District Governing Board approved this revision of the School Plan on.

The site has agreed to the centralization of Economic Impact Aid to be utilized for site based services.

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.

II. School Vision and Mission 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.

III. 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 K-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.

Each trimester students in grades 1 - 5 take Galileo benchmark assessments. This assessment covers the essential standards that students have learned for each period. The data generated from these assessments allow the principal and staff to monitor the students' progress with each standard and to make instructional decisions. The principal meets with grade level teams each trimester to examine various reports generated by the Galileo electronic learning assessment resource (ELAR) to determine what standards require reteaching through whole group and in small flexible groups. Data analysis is part of the school culture and it assists the school in providing both enrichment and intervention opportunities to all students with various academic needs.

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 twice a 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 Trail 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.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Farragut's current API score is at 940, an eight point increase from the 2010 - 2011 API score of 932. Farragut Elementary successfully met 16 of the 17 federal accountability targets for overall and for every significant subgroups. The federal accountability is the Adequate Yearly Progress, often referred to as the AYP.

In an effort to ensure continued improvement, the faculty with the guidance of the Interim Principal examines benchmark assessment data to determine areas of strength and weakness in student achievement. This performance data provides an accurate prediction of success on the CST which occurs in late spring. During data analysis, the staff looks at how the students are progressing on grade level standards in language arts and math and then based on the data collected the staff and principal reaches whole class or provides intervention for small flexible groups. The data are also used to identify students who could use additional intervention outside of school hours. The identified students are referred to SuccessMaker Club, a before and after school intervention and enrichment program. Students in K - 1 who needed more intensive intervention are also scheduled during school hours to use Waterford software. Both highly effective software, SuccessMaker and Waterford, provide all students with practice opportunities and instruction in reading/language arts and mathematics that are aligned to the California Content Standards for grades K - 8. Coupled with being involved in data analysis, teachers share best practices in order to better deliver instruction to their students. Both previewing material and reviewing (re-teaching) it, allows students who are struggling to have multiple opportunities to grasp the new information and to practice newly emerging skills.

B. Surveys

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

C. Classroom Observations

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.

D. Student Work and School Documents

Galileo Benchmark Assessments was first implemented in 2007 - 2008 for first through fifth grades throughout the district. The assessments are given 3 times a year for both math and language arts. Our teachers and administrator worked diligently to support students taking their assessments online. Various reports show how students performed on each essential standard tested for that period. The faculty is working collaboratively to develop proficiency at gathering and using the data to inform and improve instruction.

Each teacher has participated in ongoing professional development on differentiated instruction to help meet the needs of individual students and to accommodate a variety of learning styles. We continue to integrate technology and the arts across the curriculum throughout the grade levels.

The maintenance of a safe and secure learning environment is of paramount importance. To that end, we support a progressive school-wide discipline plan which focuses on "catching students being good". We offer positive incentives such as "Good Deed" slips and Student of the Month Awards. Clear and consistent behavior-based rewards and consequences help children understand what is expected. Excellent citizenship is a school wide

expectation. Character development is taught through the Caring School Communities Program. Omeas Bullying Prevention Program (OBPP), and School Families, which are made up of an adult sponsor and approximately 15 - 22 students from kindergarten through fifth grade. This program introduces students to cross age peers and fosters the establishment and growth of relationships that otherwise might not exist as we build community throughout the school. Our Student Council sponsors and supports several community service projects including Family Place and Upward Bound House. Our students learn through doing for others.

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

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

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

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

Teachers use Galileo Benchmark Assessment Data to drive instruction and to design intervention. Grade level teams examine data from Developmental Profile and At-Risk Analysis reports to determine student academic needs. The data generated by these assessment help teachers identify students who are at moderate to high risk of not meeting the standards on the California Standards Tests administered each year in late spring.

During data analysis days and grade level meetings, teachers collaborate to identify and evaluate the needs of their students based on benchmark tests and other assessments. They use these data to design immediate intervention and enrichment lessons for students in small groups or re-teach lesson in total group across each grade level.

All teachers across all grade levels adhere to the California Content Standards. All instructional materials are standards-based, and in social studies and science, the materials are from the most recent State adoptions. Essential standards have been identified and are being taught across the grade levels.

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

The physical education program provides a thirty minute daily (4 times per week) opportunity for teachers to collaborate across grade levels. Twice each month, the students participate in a one-hour Physical Education class during which time the teachers of each grade level meet to collaborate on curricular areas, to examine data, and to plan unit lessons including intervention and enrichment.

Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below). Grade level PLCs meet after school on assigned Wednesdays to collaborate and discuss issues concerning curriculum, instruction, and assessment (CIA). All teachers continue to participate in professional development sessions focusing on the use of data, the development of intervention strategies, and best teaching practices.

V. Description of Barriers and Related School Goals

GOAL #1: WRITING

Kindergarten - 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 in the CST Writing Application will increase from 57% to 65% by the end of the 2012-13 school year.

BARRIERS: Teachers will need continued professional development in the area of writing to fully support the students. New teachers will benefit from professional development on writing strategies such as Step Up to Writing. The staff will continue to implement Step Up to Writing strategies in their classrooms. There is a need for Grade level and schoolwide articulation on how various writing application standards are being met in the classroom.

GOAL #2: MATHEMATICS

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.

BARRIERS: The math curriculum is in its 4th year of implementation and teachers are continuing to gain knowledge on how best to implement this curriculum. Teachers will continue to receive training in EnVision Math this year particularly in preparation for the implementation of common core standards using current curriculum.

GOAL #3: ENGLISH LANGUAGE ARTS

The percentage of students scoring at the proficient or advanced level in English Language Arts will increase from 84.4% to 89.2% (an AYP target) 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.

BARRIERS: Farraqui Elementary School teachers will continue with professional development by participating in modeled lessons as coordinated by Educational Services. The teachers will continue to implement active engagement strategies learned in the PD. New teachers will receive a 1/2 day training on Open Court.

The school will continue to have the before and after school SuccessMaker (SM) Club. The SM software provides students with both practice opportunities and instruction in ELA that is aligned to the California grade level content standards for K-8. Many of the target students who did not meet proficiency level need to be strongly encouraged to attend SM Club.

GOAL #4: SCIENCE

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).

BARRIERS: Because the 5th grade Science CST factors in 4th grade standards, the team of 5th grade teachers have to take into account in their pacing guide the review of these standards in addition to finishing the 5th grade curriculum prior to the CST window. It is important to conduct a vertical articulation between the 4th and 5th grade PLCs to discuss the science curriculum, instruction, and assessment.

GOALS #5: 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.

VI. Planned Improvements in Student Performance (continued)

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

SCHOOL GOAL #1 (Based on conclusions from Analysis of Program Components and Student Data pages) Writing Proficiency Kindergarten - Grade 1: 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 in the CST Writing Application will increase from 57% to 65% by the end of the 2012-13 school year.	
Student groups and grade levels to participate in this goal: Students in grades K - 1st and 4th	Anticipated annual performance growth for each group: Kindergarten - Grade 1: Eighty percent (80%) of all students will meet or exceed the minimum writing benchmark each year. Grade 4: 65% of the students will score an 8 in the CST Writing Application by the end of 2012-13 school year.
Means of evaluating progress toward this goal: K - 1st Grade level writing prompts Written responses in Open Court Unit tests 4th Grade STAR Writing results	Group data to be collected to measure academic gains: K - 1st Grade level writing prompts Written response in Open Court 4th Grade STAR Writing results

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Teachers will become familiar with the district assessments and rubrics. • Provide staff development to improve student achievement. • Principal will continue to monitor implementation of Step Up to Writing strategies and provide training as needed. • Parent education writing seminar. • Before and after school SuccessMaker Club 	on-going			

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Home Access to SuccessMaker software 				
Students will work with instructional aides in small groups to improve writing. <ul style="list-style-type: none"> • The kindergarten students will receive assistance from an instructional aide who will work in small groups with students who are not yet proficient. 	Sept to June	Instructional Aides \$24,304.00		SI
Develop home to school communication regarding grade level expectations and grade level standards for writing <ul style="list-style-type: none"> • Back to School Night information • Parent Education on the use of SuccessMaker software • Weekly or biweekly classroom bulletin • ELAC Parent Education on Step Up to Writing 	Sept to June	N/A		N/A
All teachers will continue to use Step Up to Writing strategies that support students in seeing the structure of writing. The strategies include the use of colors for topic sentences, details, explanation and examples.	2012-13 school year			
The principal will work collaboratively with the Asst. Superintendent to provide the fourth grade teachers classroom support to prepare the students for the state 4th grade writing assessment in March. Teachers will create a pacing plan for teaching the grade level writing genres that students need to master before the STAR writing assessment.	October 2012 - March 2013			
Teachers will use data from each of the ELA benchmark tests to reteach Writing Strategies standards to students who were not proficient.	January 2013, Feb/March 2013; and April 2013			
Teachers will use Released Test Questions on the Writing Application portion of the CST to familiarize students with the genres and corresponding rubrics.	October 2012- March 2013			

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Mathematics Proficiency</p> <p>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.</p>	
<p>Student groups and grade levels to participate in this goal: Students in grade K-5 (significant focus on socioeconomically disadvantaged, students with disabilities, and English Learner populations).</p>	<p>Anticipated annual performance growth for each group: Kindergarten: Eighty five percent (85%) of students will meet or exceed (marked as P or M in the report card) the district benchmark for mathematics. Grade 1: Eighty five percent (85%) of students will be proficient or advanced in the Galileo benchmark assessment for mathematics. Grades 2-5: Ninety percent (90%) of students or higher will meet proficiency on the mathematics portion of the CST by 2012-2013.</p>
<p>Means of evaluating progress toward this goal: CST Benchmark Assessments Topic Tests Teacher-made quizzes/tests Classwork Homework</p>	<p>Group data to be collected to measure academic gains: CST Benchmark Assessments Topic Tests Teacher-made quizzes/tests Classwork Homework</p>

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Students performing below grade level standards will receive small group help Use Math Diagnostic and Intervention (MDIS) Kits for each grade level Provide Staff Development to improve student achievement; teachers are receiving training from Pearson on how to effectively use Envision math lessons. Before, during and after school SuccessMaker software Teachers focus on essential standards 	<p>Ongoing</p> <p>Schoolwide and District wide during modified Wednesday</p>	<p>Maintenance Agreements/equipment \$9,000.</p>		<p>District</p>

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Use high engagement strategies in lesson presentation Implementation and on-going professional development in the EnVision Math Program Teachers reteach essential standards that students did not master 				
<ul style="list-style-type: none"> Teachers will focus on key academic standards Provide Staff Development to improve student achievement; Pearson Learning Company will continue to provide training effective implementation of Envision Math curriculum. District grade level team meetings and school site PLC meetings Before, during, and after school SuccessMaker software Teachers review and follow Math Pacing Guides Teachers review test blueprint for each benchmark period. 	<p>Ongoing</p> <p>District-wide - modified Wednesday</p>			
<ul style="list-style-type: none"> Students who did not meet proficiency level in benchmark test will be asked to participate in SuccessMaker Club. 	<p>October - June</p>			
<p>Students requiring early intervention in kindergarten will receive additional assistance through the help of an instructional aide in a small group setting and Waterford software.</p>	<p>Ongoing</p>	<p>Instructional Aides \$24,304.00</p>		<p>Aide - SI</p> <p>Waterford - Fan Club</p>
<p>All students will improve in math facts</p> <ul style="list-style-type: none"> Teachers will implement daily math drills and opportunities to learn math facts with automaticity. Parents will be encouraged to support math fact mastery at home. 	<p>Ongoing</p>			
<p>Students in grades K - 5 will continue to receive additional supplementary skill based & individualized lessons through SuccessMaker software during school.</p> <ul style="list-style-type: none"> Maintenance of SuccessMaker software Parent education 	<p>Ongoing</p>			<p>Fan Club</p>
<p>Teachers in grades 1- 5 will be conduct data analysis days with the principal. Using reports from Galileo the teachers and principal will identify math standards that need whole group reteach. Teachers will identify what standards in math need to be re-taught in small flexible groups. Staff and principal will monitor how our "targeted" students are progressing in math to ensure they reach proficiency.</p>	<p>January and March</p>			<p>SI</p>

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) English Language Arts Proficiency</p> <p>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.</p>	
<p>Student groups and grade levels to participate in this goal: Students in grades K - 5 (significant focus on socioeconomically disadvantaged, students with disabilities, and English Learner populations).</p>	<p>Anticipated annual performance growth for each group: Kindergarten - Grade 1: 90% of students will meet or exceed the district benchmarks for English Language Arts each year.</p> <p>Grades 2 - 5: 89.2% of students will meet proficiency on the English Language Arts portion of the CST by 2012-2013.</p>
<p>Means of evaluating progress toward this goal: CST Benchmark Assessments Open Court Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework</p>	<p>Group data to be collected to measure academic gains: CST Benchmark Assessments Open Court Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework</p>

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Students performing at below grade level standards will receive assistance in small group</p> <ul style="list-style-type: none"> Provide kindergarten students with an instructional aide to work with small groups of students not yet proficient. Implement K - 2 ELD supplementary materials (Language Central) in the classroom. Teachers will use data to improve instruction and improve student achievement 	<p>Sept to June</p>	<p>Instructional aides \$24,304.00</p> <p>EIA funds allocated by</p>		<p>SI</p>

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Teachers will implement practices learned from professional development Provide before/after school tutorial Use the computer lab for SuccessMaker and benchmark testing Continue to enforce home reading The ELD specialist and bilingual aide will support instruction for EL students 		district (centralized)		EIA
<p>Students working at basic level (just below grade level) will be offered tutoring before, during, and after school to enhance reading comprehension skills</p> <ul style="list-style-type: none"> Provide students not yet proficient with SuccessMaker Club. Parents are encouraged to participate in reading with students at home and at school as volunteers in the classroom workshops. Provide before/after school tutoring to LEP students at risk of not meeting proficiency 	October to June	Staff: \$35/hour - not to exceed 40 hours or \$1400		Title III
<p>Develop home-to-school communication regarding grade level expectations and standards</p> <ul style="list-style-type: none"> Teachers send classroom bulletin at least twice a month communicating topics/lessons Teachers meet with parents to discuss test results and strategies implemented Parent workshops (ELAC Parent Education) 	Sept to June			N/A
<p>Teachers will participate in professional development opportunities provided by the District.</p> <ul style="list-style-type: none"> All K - 5 teachers will have a full day training with consultant Pam Barret that includes her modeling in a classroom using Open Court curriculum. The training will include SDAIE strategies, active engagement strategies, explicit teaching of academic vocabulary, and effective use of core curriculum. Teachers will implement in the classroom the strategies learned from Pam Barret Teachers will meet with their grade level teams to collaborate around best practices and data analysis. Teachers in K - 5 will meet with the ELD specialist and the principal to discuss implementation of ELD materials and the needed support for the EL students. Implement the use of Thinking Maps and Released Test Questions 	September to March	Professional development in Open Court provided by the District on modified Wednesdays.		
<ul style="list-style-type: none"> The principal will be monitoring classrooms to ensure the strategies gained from P.D. are implemented. 	on-going throughout the year.			SI for data analysis days

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SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> 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 reading/language arts curriculum. Teachers and principal will conduct data analysis using Galileo Benchmark Assessments Provide staff development on curriculum, standards based instruction, and assessment. 	PLC meetings on modified Wed.			

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) 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).	
Student groups and grade levels to participate in this goal: Grade 5 students	Anticipated annual performance growth for each group: 89% of all 5th graders will perform at Proficient or Advanced Levels on the Science portion of the California Standards Test
Means of evaluating progress toward this goal: CST Classwork Chapter and unit tests Teacher made quizzes	Group data to be collected to measure academic gains: CST Classwork Chapter and unit tests Teacher made quizzes

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Purchase supplemental instructional materials (e.g. consumable materials for science investigation)	ongoing			Unit budget or SI
Enhance and expand library books and resources to support the curriculum	ongoing			Book Fair funds
Schoolwide Science Fair	Annual - Spring			PTA
Fifth grade teachers will use the Released Test Questions in science to reinforce the standards tested on the CST.	February through April			
Vertical Articulation between 4th and 5th grade PLCs to examine science curriculum and instruction.	October - May	Modified Wednesday.		

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) ARTS EDUCATION All students in grades kindergarten through fifth 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.	
Student groups and grade levels to participate in this goal: Students in Kindergarten through Grade 5	Anticipated annual performance growth for each group: All students in Kindergarten through fifth grade will have access to visual arts and music. Kindergarten - Do Re Mi and We Tell Stories 1st and 2nd Grade - Symphonic Jazz Orchestra and We Tell Stories 3rd Grade - Storytelling Program. 4th Grade - L.A. Opera 5th Grade - American Folkdance with Music Center All K - 5 students attend arts classes every other week 3rd - 5th Grade teams will continue to participate in Arts Integration Partnership with the Music Center 20 Selected students in 5th grade - Young Storytellers Program
Means of evaluating progress toward this goal: Visual Arts and Music *Work samples in student portfolios *Student art exhibit during Community Arts Day *Participation and effort *Performance before an audience *Teacher survey	Group data to be collected to measure academic gains: Visual Arts: Work samples, both practice work and completed projects in student portfolios and student art exhibit Participation and effort evident to teachers in Music, Dance, and Drama classes Ability to use the skills learned to perform before an audience of peers and/or others

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Visual Arts teacher • Provides instruction in Arts education. • Support teachers 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	Ongoing	Supplemental curricular materials Arts materials and supplies		Unit budget/Booster Club funding

SCHOOL GOAL #5	Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	<ul style="list-style-type: none"> Use technology to support arts education 				
	<p>The Farragut staff will serve as the body by which arts education is overseen</p> <ul style="list-style-type: none"> Teachers plan and integrate music and art in curriculum Involve with Arts committee members Communicates arts/music participation with parents and community Maintain partnership with committees, businesses, and organizations that foster the arts focus at Farragut Ongoing oversight, planning, & evaluation 	Ongoing	Supplemental curricular materials Arts materials and supplies		Unit budget/Booster Club funding
	<p>Teachers will participate in staff development.</p> <ul style="list-style-type: none"> Arts Integration Partnership with Music Center Workshops District PD on modified Wednesday (e.g. We Tell Stories) Share expertise to others to encourage increase participation in the arts among staff members 	Ongoing	District run in-services and conferences		N/A
	<p>The school will continue to offer after school opportunities for students to participate in arts and music.</p> <ul style="list-style-type: none"> FAAST (Farragut Afterschool Arts, Science, and Technology) Enrichment classes 	Sept - June			Parents and some scholarship through Fan Club

VII. Annual Year-End Evaluation of School Plan Objectives

Farragut Elementary School School	Comprehensive School Plan Annual Year-End Evaluation of School Plan Objectives
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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

Grades 2-5: There will be an increase in the writing strategies portion of the CST with 80% proficiency (i.e. average/mean percent correct) as the target in each grade level by the CST assessments in the 2011-12 school year.

Not Met

The percentage of students scoring at proficient or advanced in mathematics will be 90% by the end of the 2011-2012 school year as measured by the California Standards Test (CST).

Met

The percentage of students scoring at the proficient or advanced level in English Language Arts will increase from 84.6% to 89% by the end of the 2011-2012 school year as measured by the California Standards Test (CST).

Not Met

Science Proficiency - The percentage of students scoring at the proficient or advanced level in science will be maintained at 88% by the end of the 2011-2012 school year as measured by the California

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 - 5 scored below 80% average/mean percent correct on the writing strategies portion of the CST and below 88% on the schoolwide ELA proficiency. 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 the socioeconomically disadvantaged group did not meet the AYP ELA target, scoring below 79%. Students in various grade levels scored below 80% in certain subjects in ELA (Reading Comprehension - 2nd & 4th grade at 79% and 77%, respectively; Writing Conventions - 3rd, 4th, and 5th grade at 77%, 78%, and 78%, respectively; Literary Response & Word Analysis and Vocabulary - 5th grade at 79%), thus contributing to the overall 84.3% 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 SA/RSP teacher and principal added an extra session in SuccessMaker Club to provide a targeted intervention for our students. The teachers will draft and update their SMART goals to address Goals #1 and 3. In their SMART Goals are grade level actions they will implement to support the attainment of these goals.

Total number of School Plan Objectives: 5
Total number of School Plan Objectives met: 3
Percentage of School Plan Objectives met: 60%

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	319	339	356	129	136	143	39	35	42	48	51	52
Growth API	905	932	940	928	943	952		903	928		955	982
Base API	858	906	932	907	928	943		899	903		945	955
Target	A	A	A	A	A	A		A				
Growth	47	27	8	21	15	9						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	93	101	98	58	52	45	104	106	105	29	40	37
Growth API	852	909	904	841	904	899	850	894	884		784	783
Base API	793	852	909	767	841	904	785	850	894		739	784
Target	5	A	A	5	A		5	A	A			
Growth	59	57	-5	74	63		65	44	-10			
Met Target	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	792	749	642
Percent with Prior Year Data	100	100	99.8
Number in Cohort	792	749	641
Number Met	503	409	424
Percent Met	64	54.6	66.1
NCLB Target	53.1	54.6	56.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL Instruction	Less Than 5	5 Or More	Years of EL Instruction	Less Than 5	5 Or More
Number in Cohort	593	374	583	326	576	242
Number Met	163	213	169	160	190	128
Percent Met	27.5	57	29	49.1	33.0	52.9
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	(Pending)	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

Appendix A - School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	ENGLISH LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	239	287	300	101	117	127	31	29	32	41	45	47
Percent	74.9	84.7	84.3	78.3	86.0	88.8	79.5	82.9	78.2	85.4	88.2	90.4
ES/MS	58.8	67.6	78.4	58.8	67.6	78.4	58.8	67.6	78.4	58.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	Yes	--

AYP PROFICIENCY LEVEL	ENGLISH LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	99	100	100	100	100	100	100	100	100	100	98
Number	58	80	79	32	39	32	66	80	73	14	23	18
Percent	62.4	79.2	77.6	55.2	75.0	71.1	63.5	75.5	69.5	48.3	57.5	48.6
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	273	307	323	115	125	130	33	30	37	43	48	52
Percent	85.6	90.6	90.7	89.1	91.9	90.9	84.6	85.7	88.1	89.6	94.1	100.0
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	Yes	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	99	100	100	100	100	100	100	100	100	100	98
Number	72	88	86	44	46	39	78	87	86	15	25	27
Percent	77.4	87.1	87.8	75.9	88.5	86.7	75.0	82.1	81.9	51.7	62.5	73.0
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELD) Data

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	
1	1	17	4	67	1	17					6
2	3	27	7	64	1	9					11
3			1	25	3	75					4
4			*****	***	*****	***					*****
5			*****	***	*****	***					*****
Total	4	15	15	58	7	27					28

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

- Galileo Benchmark Assessments in Language Arts and Mathematics
- STAR Test Data
- Open Court Reading Unit assessments, including writing prompts, comprehension check points
- Fluency assessments
- Envision Math and District developed Math assessments (K-5th)
- Teacher designed assessments (K-5th)
- Johnston Spelling Inventory
- Basic Phonics Skills Test (BPSIT)
- 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)

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

Staffing and Professional Development

- Status of meeting requirements for highly qualified staff (NCLB)
100 % of the classified staff at Ferragut Elementary School is considered highly qualified according to NCLB requirements.
- Principal's Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
Principal completed the requirements of AB430 Administrative training in October 5, 2012.
- Sufficiency of credentialled teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
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All faculty at Farragut Elementary School have met the requirements necessary and are highly qualified and fully credentialed according to NCLB

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

The following dates for the 2012-13 school year had been reserved for district-wide professional development: October 10, November 28, January 16, February 13, March 13, and April 17.

Staff professional development and grade level PLC meetings are regularly conducted at Farragut Elementary on modified Wednesdays except on contractually agreed upon 10 meeting-free Wednesdays.

The district and site professional development provide teachers opportunities for professional growth in areas such as Behavior Management, Common Core Standards, 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 for individual students across each grade level.

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

Ongoing instructional assistance and support for teachers is provided by the District English Language Development 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.

Teachers by grade levels across the district are attending Open Court Professional Development with Pam Barret to see effective means of implementing the Open Court curriculum and learn various active engagement strategies to increase student involvement/participation in the classroom. The Principal provides staff development on modified Wednesdays and models lessons in classrooms as needed.

8. Teacher collaboration by grade level (EPC)

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

Teaching and Learning

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

All teachers across all grade levels at Farragut Elementary School adhere to the California Content Standards. All instructional materials are standards based, including social studies and science and the instructional materials are

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from recent State adoptions. Essential standards have been identified and are being taught across the grade levels. Benchmark assessments are administered three times each year to students in grades one through five. Benchmark assessment data is used to inform instruction and to determine intervention and enrichment needs. Kindergartners are given other appropriate periodic assessments in English Language Arts and Mathematics.

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

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

ENGLISH LANGUAGE ARTS:

Kindergarten - 90 minutes

First - Third Grade - 150 minutes

Fourth & Fifth - 120 minutes

MATHEMATICS:

Kindergarten - Fifth Grade - 60 minutes

Kindergarten - FIFTH GRADE DEVELOPMENT:

Kindergarten - Fifth Grade - 30 minutes

11. Lesson pacing schedule (EPC)

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

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

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

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

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

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

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 materials:

Character Development - Caring School Community

Character Development - Oweans Bullying Prevention Program (OBPP)

Opportunity and Equal Educational Access

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

The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. Peer tutoring, in the form of Buddy Reading, is arranged between kindergarten and fifth grade classes.

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The school holds a before/after school intervention for at-risk students using SuccessMaker software from October through June. Students who are at-risk are identified and invited to attend at least two 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.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Teachers throughout Culver City are using Galileo Electronic Learning Assessment Resource (ELAR) to gather and analyze student data, design interventions which will address students' learning deficiencies and identify areas for enrichment. Galileo provides periodic benchmark assessments (three times in the school year); results from these assessments are used to drive instruction. 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 CST, beginning/end of year assessment, and Galileo Benchmarks.

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.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

At Farragut Elementary School, opportunities for increased learning time are funded with School Improvement funds. The program we have in place is our before and after school intervention called SuccessMaker Club previously described above. LEP students who have been in the country less than three years are also given opportunities to have extra support from a certificated teacher either before or after school.

17. Transition from preschool to kindergarten (Title I SWP)

This section is not applicable since we are not a Title I school.

Involvement

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

The following resources are available to the students of Farragut Elementary School:
 Before and After School Intervention and Enrichment SuccessMaker Club
 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 - 2
 Do Re Mi - 1st
 Storytelling - 3rd
 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
 Oweus Bullying Prevention Program for K - 5
 Home Reading Program
 After school Enrichment program - Arts, Science, & Sports
 Chess Tuors

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

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

- English Learner's Advisory Committee
- School Site Council
- PTA
- Farragut Fan Club
- Fox Tales News
- School website
- Volunteer opportunities: in classrooms, SuccessMaker Club, on field trips, and at school wide extra-curricular activities

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

N/A

Funding

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

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

School Improvement Funds: Instructional Aides
 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.

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$31,878.00
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution.	\$
<input type="checkbox"/> Title I, Part D, Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth.	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas.	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups.	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology.	\$
<input checked="" type="checkbox"/> Title III: Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited English-proficient (LEP) students attain English proficiency and meet academic performance standards.	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement.	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students.	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs.	\$
<input type="checkbox"/> Other Federal Funds (list and describe(42))	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$31,878.00

(3) For example, special education funds used in a School Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - Recommendations and Assurances (Farragut Elementary School)

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
 - State Compensatory Education Advisory Committee
 - English Learner Advisory Committee
 - Special Education Advisory Committee
 - Gifted and Talented Education Program Advisory Committee
 - District/School Liaison Team for schools in Program Improvement
 - Compensatory Education Advisory Committee
 - Departmental Advisory Committee (secondary)
 - Other committees established by the school or district (list):
4. The SSC reviewed the content requirements for school plans of programs included in the SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 5, 2012

Attested:

Christine Collins _____
 Typed Name of School Principal Signature of School Principal Date

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

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Appendix E - Home/School Compact

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

Student Pledge:

The Student's Pledge

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

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

Student's Signature _____ Date _____

Parents Pledge:

The Parent's Pledge

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

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

Parent's/Guardian's Signature _____ Date _____

Staff Pledge:

The Teacher's Pledge

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

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

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* Assisting parents with how to help children at home.

Teacher's Signature _____ Date _____

Appendix F - School Site Council Membership: Farragut Elementary School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Christine Collins	[X]	[]	[]	[]	[]
Nancy DaFelice	[]	[X]	[]	[]	[]
Mariah Deal	[]	[X]	[]	[]	[]
Ann Marie Fredal	[]	[]	[]	[]	[]
Stephanie Manginong	[]	[X]	[]	[]	[]
Mark Bush	[]	[]	[]	[X]	[]
Lilian Morris Chhern	[]	[]	[]	[]	[]
Fred Frank	[]	[]	[]	[X]	[]
Kimberly Hall	[]	[]	[]	[X]	[]
Melissa Lane	[]	[]	[]	[]	[]
Numbers of members of each category	1	4	0	5	1

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

The Single Plan for Student Achievement

La Ballona Elementary School

School Name

19-64444-6012702

CDS Code

Date of this revision: 10-22-12

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index, California Education Code sections 41507, 41512, 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
Telephone Number: (310) 842-4334
Address: 10915 Washington Blvd.
Culver City CA 90232-4045
E-mail Address: jenniferslabbinck@ccusd.org

Culver City Unified School District

School District

Superintendent: David LaRose
Telephone Number: (310) 842-4220
Address: 4034 Irving Place
Culver City, CA 90232-2848
E-mail Address: davidlarose@ccusd.org

The District Governing Board approved this revision of the School Plan on _____.

The site has agreed to the centralization of Economic Impact Aid to be utilized for site based services.

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.

II. School Vision and Mission

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 better 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.

III. School Profile

La Ballona Elementary School has a current student population of 556 students in grades Kindergarten through five. Hispanic students make up 64% of the student population, 15% of the students are white, 10% of students are Asian, 7% of students are African American, 3% of students are other ethnicities including multiple. There are 23 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, 24 general education teachers (one pair of teachers job share), two special education teachers (job share), one physical education teacher, two P.E. aides, 3 instructional aides, 1 environmental special education aide, one ELD resource teacher, one ELD aide, one resource aide, 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 3rd grade Dual Language classrooms.

All 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 Owens 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, GATE Advisory), participate in PTA, La Ballona Education Partners - Booster Club, attend Parents In Print parent education, Open House, Science and Book Fairs, field trips, International Dinner, tutoring, parenting classes presented by Didi Hirsch Mental Health Services, 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/BC/CLAD 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 benchmarks. 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 and mathematics to students who are experiencing challenges in these academic areas. This assistance is provided through the use of the Success Maker software which is designed to bring students up to grade level in language arts and mathematics. These classes meet before and after school and are used in the classroom during the school day as well.

The Resource Specialist provides 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 the future is to allow additional time for reviewing and planning 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 an 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 Rudy 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.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

33% of the student population at La Ballona Elementary School are English language learners as indicated by ELDTI data. English language learners did not meet target goals for English Language Arts in the California standards test in 2012. Consistent progress has not been achieved in language arts in all grade levels. School-wide there has been progress in math performance on the California Standards Tests. However, English Learners are significantly lower than all other subgroups in math performance. 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. A persistent achievement gap between English Learners and other subgroups exists.

The API is the state target and all school are expect to achieve 800.
The API for All Students at La Ballona Elementary School increased from 842 to 847 in 2012 security meeting the state target of 800.

The API for the significant sub-groups at La Ballona Elementary School increased as follows:

Hispanic sub-group- API decreased from 821 to 820 in 2012
English Language Learners- API increased from 803 to 804 in 2012
Economic Disadvantaged sub-group- API increased from 826 to 829 in 2012

AYP is the federal targets based on No Child Left Behind.

The federal target (AYP) for ELA was 78.4% the percent of all students tested reading proficient or above was 61.9% in ELA. The AYP ELA target was not met. The AYP target for mathematics was 79% and the number of all students tested reaching proficient or above was 72%. The mathematics AYP target was met overall, through safe harbor, an alternative method for meeting AYP goals.

Significant subgroups that did not meet the AYP ELA targets were: Hispanic, socio-economically disadvantaged English language learners, and students with disabilities. All significant subgroups met the mathematics AYP targets through safe harbor.

The focus this year will be on meeting the AYP ELA targets for significant subgroups.

B. Surveys

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.

C. Classroom Observations

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 curricular 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 practices in literacy, writing, English Language Development and mathematics.

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 Character Traits Program, Drug/Alcohol Prevention Program, Caring School Community Program, holds weekly school wide assemblies, reinforcement program (Lion's Pride & class recognitions), and is 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 in-trainer grade level articulation. Staff are 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.

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.

D. Student Work and School Documents

Callisto Benchmark Assessments are given to all 1st through 5th grade students three times per year in ELA and math. The Principal in collaboration with the teachers analyzes the data to monitor student progress in achieving mastery of grade level standards. This data is also used to inform and improve instruction and identify students in need of re-teaching and interventions.

Classroom instruction is designed to provide direct, explicit instruction, highly structured practice, guided practice and independent practice. Classroom assignments provide appropriate challenge and intervention when necessary. Many teachers have been trained to differentiate instruction using the tenets of depth and complexity. Teacher's use small, flexible grouping strategies to pre-teach and re-teach concepts and skills during daily Workshop time. Homework is designed to provide students with review and practice of classroom. This year the district is providing professional development focused on best practices and strategies related to English Language Development, Common Core, and behavior management. At the site level, an ELD Specialist works with teachers and models ELD lessons in the classrooms.

Students in 2nd through 4th grade receive weekly instruction in ST MATH and piano keyboarding through the MIND Research Institute Math+Music Program. The MIND Institute's ST MATH software is a series of computer-delivered games and puzzles that utilize spatial temporal reasoning to teach math concepts aligned to state standards. Spatial temporal reasoning is the innate ability to visualize and manipulate images through a sequence of steps in space and time. This non-language based approach delivers the instruction in a way the brain is hard-wired to receive, and avoids unnecessary complexity and confusion inherent in a language-first approach. The use of graphic images and sequences to introduce math principles assists students in recognizing and grasping math concepts and problems before they learn the specialized math symbols and terminology which represents the problems in the abstract. To win the games, students must learn the math. They consistently enjoy playing the games and so learn the math. The games involve no text and are language independent. Therefore, students from diverse backgrounds can achieve math success regardless of English language proficiency.

The music component of the program has been shown to enhance the student's ability to visualize problems and to perform better on mathematics standardized tests. Music has a mathematical architecture. Math+Music puts a special emphasis on symmetry including special songs which equally exercise the left and right hemispheres. When students learn music, they also learn to recognize musical patterns and symmetries, and to connect their understanding of music to mathematics such as addition, fractions, proportions and ratios. Additionally, spatial temporal reasoning is a highly valuable general problem-solving skill. The Math+Music program provides a critical link for our students in developing the critical thinking skills and motivations they need to achieve at higher levels and to succeed in school and in life.

E. Analysis of Current Instructional Program (See Appendix B)
Teachers completed an Analysis of Process form as a collaborative effort at La Balsa Elementary School. A summary of responses listed by academic content area is shown below.

READING:

Top three program elements with the highest ratings:

1. Teachers' knowledge and skill of reading content
2. Providing an effective learning environment
3. Time spent on instruction

Three program elements with the lowest ratings:

1. Teachers' schedules
2. Materials for Parents
3. Communication Systems

WRITING:

Program elements with the highest ratings:

1. Teachers' knowledge and skill
2. School environment conducive to learning
3. Classroom management

Three program elements with the lowest ratings:

1. Materials for parents
2. Teachers' schedules
3. Staff development

MATHEMATICS:

Program elements with the highest ratings:

1. Teacher's knowledge and skills
2. Materials/equipment for students
3. Time spent on instruction

Three program elements with the lowest ratings:

1. Materials/equipment for parents
2. Teachers' schedules
3. Communication systems

SCIENCE:

Program elements with the highest ratings:

1. Diagnosing learning and prescribing instruction on a student's/group basis
2. Assessing student results or outcomes
3. Managing the classroom

Program elements with the lowest ratings:

1. Staff development
2. Assessing student results
3. Materials/equipment for parents
4. Teachers' schedule

SOCIAL STUDIES:

Program elements with the highest ratings:

1. Managing the classroom
2. Physical facilities
3. Effective instruction in a positive environment

Program elements with the lowest ratings:

1. Communication Systems
2. Teachers' schedules
3. Staff development
4. Time spent on instruction

FINE ARTS:

Program elements with the highest ratings:

1. Providing effective instruction
2. Teacher knowledge and skill
3. Materials for teachers

Program elements with the lowest ratings:

1. Materials for parents
2. Diagnosing learning

3. Teachers' schedules
- TECHNOLOGY:**
- Program elements with the highest ratings:
1. Managing the classroom
 2. Teacher receptivity
 3. Math + Music Program
- Program elements with the lowest ratings:
1. Technology maintenance
 2. Teachers' knowledge and skills
 3. Availability of Smart Board technology for every classroom.

V. Description of Barriers and Related School Goals

33% of 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 78.4% at or above Proficient on the English Language Arts section of the California Standards Test. Consistent progress has not been achieved in language arts in all grade levels. School-wide there has been progress in math performance on the California Standards Tests. However, English Learners are significantly lower than all other subgroups in math performance. 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 development 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 Barrett assisting with student engagement and staff have participated in training on Instructional Quality base on 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 RIL writing strategies, differentiated instruction, and continued work focused on student engagement through Instructional Quality teams and trainings by Pam Barrett, educational consultant.

La Ballona's school-wide API has risen to 847 in 2012, the English Learner API is 804, the Hispanic or Latino API is 820 and Socio-economically Disadvantaged API is 829. We believe that with our Lesson Study literacy initiative as well as other site and district level professional development 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 input 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 acquisition of academic language
- High percentages of students are English language learners
- Limited opportunities to engage in conversations in the formal/register

3. Reading Comprehension - Grades 2-5

- Possible barriers to proficient performance include:
- High percentages of students are English language learners
- Limited vocabulary
- Limited proficiency in academic vocabulary

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Limited instruction in concept development and inferential comprehension

WRITING:

1. Writing Strategies - Grades 2-5
Possible barriers to proficient performance include:
High percentages 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 language 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

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VI. Planned Improvements in Student Performance (continued)

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 AYP and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

SCHOOL GOAL #1	Actions to be Taken to Reach This Goal	Start Date/Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
(4.8. Teaching and Learning, Staffing and Professional Development)	Consider all appropriate dimensions (Staffing and Professional Development)	11/07/12			11/07/12
1	Students performing at below grade level will receive assistance in small groups not yet provided.	September - June	Instructional Materials \$25,000		State
2	Students working at basic level (just below grade level) will be offered tutoring before, during and after school to enhance reading comprehension skills.	November - June	\$2,200.00 - coordinator		State
3	Provide students not yet proficient with Success Maker Club.	September - June	no charge		State
4	Provide literacy intervention trainings for parents and partners in Parent Family Nights	October - March	\$2,200.00 - coordinator		State
5	Enhance classroom and data library collections.	September - May			State
6	Conduct a team and implement best instructional practices (i.e. Marzano, Bloom, Kagan and others) to improve student learning. A team of teachers and instructional coaches will be assigned to assist teachers in implementing instructional techniques of high proficiency, rigor, and high student engagement to improve classroom instruction. A school culture of high expectations will be cultivated. The team will meet regularly to discuss and share best practices. The principal will monitor on a regular basis to ensure that these strategies are fully implemented. An Individualized Quality (IQ) team to improve student engagement and enhance academic achievement by implementing the Instructional Quality Team process might through LACOE.	October - June			State
7	Use Accelerated Reader Program to supplement literacy and comprehension practices	September - June	no charge		State
8	Develop formative assessment regarding grade level expectations and standards.	12/04/12			11/07/12

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Students in grades 2-5 (significant focus on socio-economically disadvantaged and English Learner populations)

Anticipated annual performance growth for each group:

Grades 2-5 - 88.2% of students in grades 2-5 will meet or exceed proficiency on the English Language Arts portion of the CST by the end of the 2012-2013 school year. Alternatively AYP will be achieved through state harbor.

Group data to be collected to measure academic gains:
District Benchmark Assessments
OCR Unit Assessments
Under/Chapier tests
Teacher-made quizzes
Classroom

Means of evaluating progress toward this goal:
District Benchmark Assessments
Under/Chapier tests
Teacher-made quizzes
Classroom

Students in grades 2-5 (significant focus on socio-economically disadvantaged and English Learner populations)

Anticipated annual performance growth for each group:

Grades 2-5 - 88.2% of students in grades 2-5 will meet or exceed proficiency on the English Language Arts portion of the CST by the end of the 2012-2013 school year. Alternatively AYP will be achieved through state harbor.

Group data to be collected to measure academic gains:
District Benchmark Assessments
OCR Unit Assessments
Under/Chapier tests
Teacher-made quizzes
Classroom

Means of evaluating progress toward this goal:
District Benchmark Assessments
Under/Chapier tests
Teacher-made quizzes
Classroom

SCHOOL GOAL #1	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development) Provide data analysis sessions and professional development on standards based instruction to effectively use of District Benchmark Assessments.	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source(s)
	<ul style="list-style-type: none"> Teachers will participate in professional development opportunities provided by the District Professional Development staff. Teachers will meet with their grade level teams to collaborate around best practices and data analysis sessions. All teachers will participate in trainings in using modeling of SDAE and high student engagement strategies through the Open Court Reading curriculum provided by consultant Pam Smith. Instructional Quality teams will be implemented at the site level. RTI interventions will be implemented (academic and behavioral) and differentiated instruction. During PLC's teachers will examine CST test results quarterly to determine the rigor of the standards and make adjustments to instruction. Teachers will participate in data analysis at the beginning of the year and after each benchmark assessment. 	September - May	Professional Development provided by District on Wednesdays Development provided by staff at site.		District

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2	Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source(s)
<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) 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 (above) in the CST Writing Application will increase from the current 35% to 45% by the end of the 2012-13 school year.</p> <p>Student groups and grade levels to participate in this goal: Kindergarten, 1st and 4th grades Significant focus on English Learners, Socioeconomically Disadvantaged, and Hispanic and African populations.</p> <p>Measures of evaluating progress toward this goal: Kindergarten and 1st grade progress will be evaluated with District benchmarks for 4th Grade STAR Writing results Writing responses (OCR)</p>	<ul style="list-style-type: none"> Teachers will continue to refine implementation of writing programs. Teachers will become familiar with the district assessments and rubrics. Provide staff development in writing to improve student achievement. Provide education focused on the writing process. Offer and after school Business Maker Club. 	September - June			District

SCHOOL GOAL #2	Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
(4.6. Teaching and Learning Standards - Professional Development)	Conduct an appropriate examination of the current professional development program for teachers and administrators. Teachers will utilize the released STAR within progress to assess students in number of the basic skills listed in fourth grade. Narrative reports to be sent to teachers and students. Develop home to school communication regarding grade level expectations and grade level standards for writing.	November - February September - June	No change		

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3

Based on conclusions from Analysis of Program Components and Student Data pages
 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.

<p>Student groups and grade levels to participate in this goal: All students Grades K-5 with specific focus on Hispanic subgroup, English language learners, and socio-economically disadvantaged populations in Grades 2-5</p>	<p>Anticipated annual performance growth for each group: Grades 2-5: 89.5% of all students will meet proficiency on the mathematics portion of the CST by 2012-2013. English learner (EL): 89.5% of EL students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2012-2013. Socio-economically Disadvantaged: 89.5% of students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2012-2013. Hispanic subgroup: 89.5% of Hispanic students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2012-13.</p>
<p>Means of evaluating progress toward this goal: CST Diagnostic Assessments Uni/Cluster tests Teacher made quizzes/tests Classroom</p>	<p>Group data to be collected to measure academic gains: CST Uni/Cluster Assessments - 3X each year Uni/Cluster tests Teacher made assessments Classroom</p>

SCHOOL GOAL #3	Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
(4.6. Teaching and Learning Standards - Professional Development)	<p>Teachers will focus on key academic standards. Provide professional development focused on the needs of EL students using the approved Uni/Cluster tests. Utilize the EdVision math implementation kit to support mastery of math standards. Utilize manipulatives and technology tools (SMART boards, LCD projectors, etc.) to pair the visual with coding model using math manipulatives. Develop professional development opportunities for teachers. Provide ongoing training and information. Successful Master workshops. Make pacing guides. Follow by all teachers.</p>	September - May			District

SCHOOL GOAL #3	Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
(e.g., Teaching not Learning, Learning and Instructional Development)	Students not proficient will be offered interventions in math. Students who are not learning to reading below grade level will bring SuccessMaker software. Student services will participate in the Math Olympiad. Student Education Consultants will be available to assist students in math need to help their children at home. These will be offered through parent classes at the district and math nights at La Brea.	October - June October - March September - June	\$4,250.00		Thel District
	At students will master grade level math facts. Interventionists will have math facts with automaticity. Parents will be encouraged to support their child's mastery at home.				
	Teachers in grades 1-5 will be involved in data analysis days with the principal. Using reports from Galileo, the teacher and principal will identify math standards that need to be brought to the attention of the school. Teachers will identify what standards in math need to be brought to the attention of the school. Teachers will provide lessons for "bridge" students in preparation to math to ensure they reach proficiency.	December - May September - June	\$4000 (software upgrades) (math tools) \$19,000.00 (personnel)		Thel Thel I and CCEF Aids
	Envision intervention math sets is used by all kindergarten's teachers, along with the integration of technology into math instruction.	September - June			
	Teachers will implement strategies and techniques based on the book, "Reach Like A Champion" to improve the performance of English learners in math. Through Observations with the Intervention Quality (IQ) Team as indicated by the LACOE Intervention Quality Team workshop process.	October - June			Thel I

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VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4	Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
(e.g., Teaching and Learning, Student and Professional Development)	Consider all approved dimensions (Purchase supplemental materials)	September - April			Thel District
	Students will have the opportunity to become involved in the School Science Fair. This engages the student in the Science Process and provides the students with project based learning.	October - May			Thel I CCEF Target
	Envision library materials to support the science curriculum.	Spring			Thel Thel I
	Math grade teachers will use the CST resource that raises questions to provide students with differentiated experiences in their science classrooms.	January - April	No cost		Thel Thel I

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VII. Annual Year-End Evaluation of School Plan Objectives

L.A. Ballona Elementary 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.

English Language Proficiency - Grades 2-5
 The Percentage of students scoring proficient or advanced level in English Language Arts will increase from 55.6% for Hispanic or Latino students, 58.6% of Socioeconomically Disadvantaged students, and 92.2% of English Learners, to 78% by the end of the 2011-2012 school year as measured by the California Standards Test (CST). Alternatively, we will make safe harbor to meet federal targets.

Writing Strategies - Grades 2-5
 There will be an increase in the writing strategies portion of the CST with 78% proficiency as the target in each grade level as measured by the CST assessments in the 2011-2012 school year.

Mathematics Proficiency - Grades 2-5
 The percentage of students scoring proficient or advanced level in Mathematics will increase from 69% for Hispanic or Latino students, 67.7% for Socioeconomically Disadvantaged students, and 64.6% English Learners to 79% by the end of the 2011-2012 school year as measured by the California Standards Test (CST). Alternatively, we will make safe harbor to meet federal targets.

Science Proficiency
 This percentage of students scoring at proficient or advanced level in science will be 79% by the end of the 2011-2012 school year as measured by the California Standards Test (CST).

Narrative Explanation for each objective not met:
 #1 - While the overall percentage of students meeting proficiency targets in English Language Arts rose slightly, several subgroups showed declines in the percentage proficient or advanced. The overall percentage of proficient/advanced students in the school increased to 62.4% from 61.7% 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 - Each grade level in Grades 2-5 scored below 78% in the writing strategies portion of the CST. While there is plenty of evidence that students in Grades 2-5 have many opportunities to apply strategies to writing essays and narratives, it does not mean that they are getting enough practice in a multiple choice format assessment of writing strategies. Teachers examined the data at the beginning of the school year and have agreed to implement changes in their instruction of written language and continue to bolster implementation of district writing programs such as Being A Writer and Step Up to Writing.
 #4 - Approximately 69% of 5th grade students assessed as proficient or advanced during the 2011-2012 testing cycle. In response, 4th and 5th grade teachers are collaborating to ensure more targeted science instruction, particularly in the area of Earth Science, students' weakest tested strand.

Total number of School Plan Objectives: 4
Total number of School Plan Objectives met: 1
Percentage of School Plan Objectives met: 25%

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VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages)				
Student groups and grade levels to participate in this goal:		Anticipated annual performance growth for each group:		
Means of evaluating progress toward this goal:		Group data to be collected to measure academic gains:		
SCHOOL GOAL #6 Action to be Taken to Reach This Goal Consider all appropriate elements (e.g., testing and Learning, Skillful and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

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Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	301	311	338	40	44	55	9	14	24	22	22	26
Growth API	819	843	847		887	884		898	883	924	924	949
Base API	820	819	842		841	887			892	923	924	
Target	A	A	A									
Growth	-1	24	5									
Met Target	Yes	Yes	Yes									

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	222	225	225	137	158	156	225	249	239	30	31	39
Growth API	803	821	820	778	803	804	805	826	829	667	687	737
Base API	788	803	821	777	778	796	805	805	826	651	667	
Target	5	A	A	5	5	A	4	A	A			
Growth	15	18	-1	1	25	1	9	21	3			
Met Target	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMA0 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	792	749	642
Percent with Prior Year Data	100	100	99.8
Number in Cohort	792	749	641
Number Met	503	409	424
Percent Met	64	54.6	66.1
NCLB Target	53.1	54.6	56.0
Met Target	Yes	Yes	Yes

AMA0 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL Instruction	Less Than 5	5 Or More	Years of EL Instruction	Less Than 5	5 Or More
Number in Cohort	593	374	583	326	576	242
Number Met	163	213	169	160	190	128
Percent Met	27.5	57	29	49.1	33.0	52.9
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMA0 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	(Pending)	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMA0 3	No	No	No

Appendix A - School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	159	192	211	25	33	37	--	12	18	19	18	24
Percent	52.8	61.7	62.4	62.5	75.0	67.3	--	85.7	75.0	85.4	81.8	92.3
At or Above Proficient	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
ES/MS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	Yes	No	--	--	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	106	125	126	55	83	80	110	146	140	8	10	17
Percent	47.7	56.6	56.0	40.1	52.5	51.3	48.9	58.6	58.6	26.7	32.3	43.6
At or Above Proficient	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	Yes	No	No	Yes	No	No	Yes	No	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	98	100	100	100	100	100	100	100
Number	193	218	245	25	30	47	--	11	15	17	19	23
Percent	64.1	70.6	72.8	62.5	71.4	85.5	--	78.6	62.5	77.3	86.4	88.5
At or Above Proficient	59.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
ES/MS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	Yes	Yes	--	--	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	140	153	154	78	102	107	142	168	168	12	12	20
Percent	63.1	68.0	68.4	56.9	64.6	68.6	63.1	67.7	70.3	40.0	41.4	51.3
At or Above Proficient	59.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
ES/MS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELD) Data

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	
1	1	3	13	35	15	41	7	19	1	3	37
2	4	10	10	24	21	51	6	15			41
3	1	4	10	38	11	42	3	12	1	4	28
4	1	4	9	33	16	59			1	4	27
5	1	6	10	63	5	31					16
Total	8	5	52	35	68	46	16	11	3	2	147

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The State and local assessments used to improve student achievement and to inform and modify instruction are Galileo Benchmark Assessments in Language Arts and Mathematics STAR Test Data Open Court Reading Unit assessments, including writing prompts, comprehension check points Fluency assessments District developed Math assessments Teacher designed 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 Galileo Benchmark Assessment Data to inform instruction and design intervention. Grade level teams examine data from Galileo generated Development Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given three times yearly in second through fifth grades. This data provides teachers with a probability of student success on the California Standards Tests administered each year in the late spring. Instruction is modified and interventions are provided to students based on assessment information about their individual learning needs before the state testing occurs in May.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
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. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
The Principal of La Ballona Elementary School has completed all necessary requirements of AB 75 training as of December 2009.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 456 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).

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
- 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.

7. 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.

8. Teacher collaboration by grade level (EPC)

At La Ballona 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 work collaboratively on the various curricular areas; to examine data, and to develop and plan unit 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

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

All teachers at La Ballona Elementary School adhere to 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. Benchmark assessments are administered three times each year to students in grades two through five to allow teachers to determine individual student intervention needs. Kindergarten and 1st Grade students are given other appropriate periodic assessments in English Language Arts and Mathematics. Benchmark assessment data is used on a regular basis to inform instruction and to determine systematic intervention and enrichment offerings to students.

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

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Fourth & Fifth - 120 minutes
MATHEMATICS:
Kindergarten - Fifth Grade - 45-60 minutes
ENGLISH LANGUAGE DEVELOPMENT:
Kindergarten - Fifth Grade - 30 minutes

11. Lesson pacing schedule (EPC)

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

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

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

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

Students at La Ballona Elementary School have available and use the following State Board of Education (SBE) - adopted and standards-aligned materials:
Open Court Reading 2002, including English Language Support Guide, Intervention Guide
Envision Mathematics, including release 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

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

The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. Instructional Aides work in all kindergarten classes to enable underperforming students 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 and mathematics. The sessions are held two days per week for 30 minutes for approximately 10 weeks. Many classes receive regular assistance from parent/guardian 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.

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15. Research-based educational practices to raise student achievement at this school (NCLB)

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 deficiencies and identify areas for enrichment. The program we use is called A/T/Galileo and it provides periodic benchmark assessments which are used to inform instruction. Grade level teams regularly meet to collaborate and plan this instruction. Administrators continue working to refine the protocols. All teachers continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies necessary to improve student achievement.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

All La Ballona Elementary School, opportunities for increased learning time are funded through monies provided by Title I.

17. Transition from preschool to kindergarten (Title I SWP)

La Ballona has a state pre-school program on site. This year the district began a formalized collaboration between kindergarten and pre-school teachers. At the end of the academic year, pre-school teachers fill out placement cards for each student indicating the child's language, social, emotional, cognitive and motor development. These cards are turned in to the principal who shares them with the Kindergarten teachers for proper placement. A major strategy for improving the transition between pre-school is for the pre-school teachers to meet with Kindergarten teachers on a regular basis to exchange ideas, expectations and objectives.

Involvement

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

- The following resources are available to the students of La Ballona Elementary School:
- 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' Garg,
- 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

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

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In an effort to increase parental involvement at La Ballona Elementary School, the following opportunities exist:

- The La Ballona Parent compact - Three Way Pledge (See Appendix E)
- Back to School Night
- Open House
- School-wide Science Fair
- Annual Student-Parent-Teacher Goal Setting Conferences
- Spring Parent Conferences
- Partners in Print Parent Training
- Latino Family Literacy Program
- Didi Hirsch Mental Health Clinic sponsored Parenting Classes
- English Learner's Advisory Committee (ELAC)
- School Site Council
- PTA
- La Ballona Education Partners (booster club)
- Annual La Ballona International Dinner
- Taste of La Ballona
- PTA Reflections Art Contest
- Family Movie Nights
- PTA Book Fairs
- Winter Concert
- Spring Concert
- La Ballona Variety Show
- Parent Student Handbook
- School website
- Volunteer opportunities in classrooms, on field trips, and school wide extra-curricular activities

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

Teachers, parents, ELAC committee members and members of the School Site Council participate in needs assessment surveys that generate input and feedback used to plan budgets and programs supported by various categorical funding streams.

Funding

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

Listed below are services provided by categorical funds that enable underperforming students 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, Project Inspire
- St. Kindergarten Aides
- PTA funds all field trips and Assemblies
- Unit Budget Funds all supplies.

Culver City Education Foundation Grant to support La Balleja Elementary School teachers by funding technology, ST Math program, SuccessMaker program, recorders for the school music program, and funds for library books.

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expatriant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$99,666.00
<input type="checkbox"/> High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education):	\$
Total amount of state categorical funds allocated to this school	\$99,666.00

Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/>	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/>	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$66,870.00
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/>	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	\$
<input type="checkbox"/>	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/>	Other Federal Funds (list and describe)(42)	\$
Total amount of federal categorical funds allocated to this school		\$66,870.00
Total amount of state and federal categorical funds allocated to this school		\$165,536.00

(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - Recommendations and Assurances (La Ballona Elementary School)

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

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

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Program Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list): _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: _____

Attested:
 Jennifer Slabnick

 Jennifer Slabnick
 Title: Name of School Principal

 Signature of School Principal

 Date

 Title: Name of SSC Chairperson

 Signature of SSC Chairperson

 Date

Appendix E - HomeSchool Compact

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

Student Pledge:

La Balfora School
Three Way Pledge

The Student's Pledge

- As a student, I realize that my education is important to me. I understand my parent(s) and teachers want to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I will be responsible for the following.
- * Being responsible about my own behavior by following all school and classroom rules.
 - * Respecting the rights of others to learn without distraction and disruption.
 - * Being a cooperative learner.
 - * Arriving to school on time and being prepared to do my best.
 - * Returning all homework completed and on time.
 - * Spending time at home reading and studying.
 - * Asking for help when needed.

Parent's/Guardian signature _____ Date _____

Parents Pledge:

La Balfora School
Three Way Pledge

The Parent's Pledge

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

Parent's/Guardian's signature _____ Date _____

Staff Pledge:

La Balfora School
Three Way Pledge

The Teacher's Pledge

- As a teacher, I understand that education is important to every student's life. I also understand the role I play in making a difference. Therefore, I will be responsible for the following:
- * Providing a challenging and positive instructional program to teach all students.

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

Teacher's Signature _____

Date _____

Appendix F - School Site Council Membership: La Ballona Elementary School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
AYRIN FANTE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LEILANI FONACIER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ALLISON FARIAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HEATHER MOSES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OFELIA MATEO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SANDRA HARO	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JENNIFER POLLOCK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ANNIE MENDEZ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CINDY FIERRO	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JENNIFER SLABINCK	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	1

(43) At elementary schools, the school site council must be composed 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 be selected by the school site council. 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 staff, per grade.

The Single Plan for Student Achievement

Linwood E. Howe Elementary School

School Name

19-64444-6012694
COS Code

Date of this revision: October 28, 2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index, California Education Code sections 41507, 41572, and 64001 and the federal 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: Kim Indelicato
Position: Principal
Telephone Number: (310)842-4338
Address: 4100 Irving Pl.
Culver City CA 90232-2812
E-mail Address: kimindelicato@ccusd.org

Culver City Unified School District

School District

Superintendent: David LaRose
Telephone Number: (310) 842-4220
Address: 4034 Irving Place
Culver City, CA 90232
E-mail Address: davidlarose@ccusd.org

The District Governing Board approved this revision of the School Plan on:

The site has agreed to the centralization of Economic Impact Aid to be utilized for site based services.

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.

II. School Vision and Mission

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

III. 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 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. 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 GalileoWest EdDAT 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. The majority of classrooms have document cameras that allow teachers to present lessons pairing the auditory with visuals which is especially important for our English language learners. Our goal is to have document cameras in all classrooms this school year. 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 observe and volunteer in the classrooms and on field trips. We appreciate parent attendance during our numerous assemblies.

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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), Gifted and Talented Education Advisory Council (GATE), 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 two unique parent groups who also contribute to our school program, the Anti-Bully Committee and the Safe Routes to School Committee. Members of the Anti-Bully Committee work with the principal to implement the District adopted Olweus Bullying Prevention Program. 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. The committee is currently working on creating a parent resource room to be accessed by all parents.

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 leaders 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, school based counseling, 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. 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. Fourth and fifth graders may also participate in choir once a week if they choose. Teachers integrate the arts through the SRA curriculum, tied to their Open Court ELA lessons. Five 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. Teachers recommend fourth and fifth grade students to participate in two sessions of Actors' Gang and The Young Storytellers Foundation each school year as well. Actors' Gang teaches students to express themselves through character improvisations. Young Storytellers Foundation provides mentor writers with whom students work to create sceneplays 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. Both our Student Council and Booster Club have "Green Stairs," 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.

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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 active 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 62 point increase in our API over the past two 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 Anti-Bullying subcommittee of parents and school staff who are working to provide students with positive ways to fight against bullying on campus. The committee provides newsletters to parents which updates them on school-wide anti-bullying activities as well as provides tips for handling bullying. The focus during the 2012-13 school year is to effectively implement the district-wide Olweus Bullying Prevention Program.

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 aid 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 the other elementary sites. The officer 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 California State 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. During the 2010-11 and 2011-12 school years, teacher leaders and the principal regularly attend workshops to learn strategies to support our EL population. ELL students participate in our supplemental, remedial programs and are working on increasing proficiency and closing the achievement gap. This year, the staff and students will continue to participate in workshops and programs focused on ELL student achievement. 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 27 highly qualified teachers and in maximizing student learning, 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 and an itinerant instrumental music teacher. Four of our special education classes are self-contained for students who have mild to moderate learning disabilities. 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.

One teacher per grade level along with a special education teacher 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 monthly 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.

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.

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 California State Content 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 additional 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 California State Content Standards. Our main series is EnVision Mathematics that includes the state 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 Olympics 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 and Mrs. Ruth Seben, both retirees from UCLA, volunteer as coaches for our students. Linwood Howe will be hosting our Sixth Annual MOEMS tournament for interested schools throughout Los Angeles County in March of 2013.

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 experiments 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 Balfora 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 Synchronic 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

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

In 2011-12, Linwood E. Howe's API score was 862, which is an increase from the 2010-2011 API score of 826. The API grew by 36 points over the previous year. Linwood Howe met all of the federal accountability targets (AYP) overall and for every significant subgroup under safe harbor.

In an effort to ensure continued analysis of data and academic achievement, the staff, under the guidance of the Principal, examines benchmark data to determine areas of strength and weakness in student achievement three times during the school year. This performance data provides an accurate prediction of success on the CST. During data analysis, the staff looks at how the students are progressing on grade level standards on ELA and mathematics. Then, based on the data collected, the staff reteaches whole-class or provides intervention for small flexible groups. This process allows us to continue to identify student needs and to provide immediate interventions for students not yet proficient.

Conclusions from Student Performance Data:

- Academic Performance Index (API) grew by 36 points
- Growth was seen in every grade level.
- Growth was seen in every subgroup with the exception of African American and EL, both of which remained the same
- Linwood Howe met all of the criteria for Adequate Yearly Progress (AYP)
- Our English Language Learners and students with disabilities continue to have the largest gap to overcome in moving toward 100% of all students in those subgroups scoring proficient or above on the California Standards Test (CST).

B. Surveys

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

C. Classroom Observations

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. The focus for 2012-13 is best first instruction and ELD instruction, including use of specific engagement strategies.

Teachers frequently observe one another to share best practices as well. New teachers are supported by Beginning Teacher Support and Assessment (BTS/A) and are offered opportunities to observe teachers who have more

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experience. Additionally, teachers make arrangements among themselves to observe specific teaching strategies in an effort to improve their own practice.

D. Student Work and School Documents

Teachers work in grade levels to analyze student work to improve instruction. Teachers meet as grade level teams at least one Wednesday afternoon a month so that they can discuss student work and the implications of future instruction. They are utilizing the results of student achievement tests to group students for re-teach and enrichment opportunities during the school day.

Student work is also used to report student progress. Teachers use standards-based report cards to report student progress to parents after each trimester. Teachers also use student work to report concerns to parents and support staff using the Student Study Team (SST) process. If a teacher has behavioral or academic concerns regarding a student's progress, they can refer the student to SST to discuss and implement appropriate interventions. If the interventions do not fully address concerns, students may then be referred for testing for special needs.

Student work is prominently displayed throughout campus. Artwork and writing decorate our warm campus, showing the many opportunities students have to express themselves and their learning.

In addition to report cards and SST documents, other school documents include cumulative records and health records. Every student has a file that follows them throughout their schooling, documenting important information such as report cards, attendance and enrollment information, and discipline paperwork including any suspension documentation. The nurse keeps documentation of any health concerns of which we need to be aware and shares pertinent information with school staff.

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

School-wide Program Needs Assessment Supporting No Child Left Behind

Programs/activities to be implemented that support improving pupil achievement and meeting grade level standards in Reading/Language Arts:

Instructional Programs and Strategies:

- Strengths
 1. Instruction is content standards based
 2. All teachers CLAD certified & Highly Qualified
 3. Teachers are trained to use differentiated instructional strategies
 4. Arts Integration Partnership
 5. Newly purchased supplemental ELD instructional materials for K-3
 6. Success Maker computer software

Needs

1. More certificated teachers and funding to provide supplemental intervention programs
2. Professional Development to prepare teachers for the implementation of the Common Core Standards and Smarter Balanced Assessment System
3. Additional professional development addressing the use of SDAIE and high engagement strategies as well as universal access.

Assessment:

- Strengths
 1. District-wide assessments, including Galileo Benchmark assessments (3 times per year in grades 1-5)
 2. Teacher collaboration
 3. Parent/Teacher Conferences and SSTs

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- Needs
 1. Continue to develop the PLC model to maximize effective teacher collaboration
 2. Systematically using assessment data to drive instruction

MATHEMATICS

Programs/activities to be implemented that support improving pupil achievement and meeting grade level standards in Mathematics:

- Effective Instructional Programs and Strategies:

- Strengths
 1. Instruction is content standard based
 2. Differentiated Instruction
 3. Grade level team collaboration
 4. Math Olympiads
 5. Math Intervention kits for all teachers
 6. Success Maker

Needs

1. Additional professional development addressing the use of assessment data to drive instruction
2. Improved reading comprehension for math word problems
3. Continued Professional Development in the adopted math program, enVision Math
4. Continue to develop the PLC model to maximize teacher collaboration

- Assessment:

- Strengths
 1. District-wide assessment instruments
 2. Teacher collaboration
 3. Parent/Teacher Conferences and SSTs

Needs

1. Effective use of Galileo Benchmark assessment data
2. Continue to develop the PLC model to maximize teacher collaboration
3. Systematically using assessment data to drive instruction

SCIENCE

Programs/activities to be implemented that support improving pupil achievement and meeting grade level standards in Science:

- Effective Instructional Programs and Strategies:

- Strengths
 1. Differentiated Instruction
 2. Departmentalized teaching for some grades
 3. Partnership with UCLA including NSTA membership (Professional Development)
 4. Growing Great Lessons
 5. EEI (Education and the Environment Initiative) Curriculum

Needs

1. Better teacher familiarity with content standards
2. Additional time spent on science instruction
3. More grade level & cross grade level collaboration
4. Hands-on, authentic activities & experiments

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- Assessment
 - Strengths
 1. 5th grade teachers are using assessment information to drive instruction

Needs

1. District-wide common assessments
2. Continue to develop the PLC model to maximize teacher collaboration
3. Prof. Learning Community data analysis

ADDRESSING SPECIAL NEEDS STUDENTS

Performance Goal 2:
All limited English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

ENGLISH LANGUAGE LEARNERS

- Effective Instructional Strategies:

- Strengths
 1. Aligned ELL Lang. standards to ELA standards
 2. ELL small group instruction
 3. All teachers CLAD certified & highly qualified
 4. Teachers teaching ELD in small groups during school
 5. Purchase, implementation and training in the use of supplemental ELD instructional materials for K-3
 6. Success Maker software
 7. Family Literacy Nights
 8. Homework Help Club

Needs

1. Ensure that there is 30 minutes of structured ELD instruction per day at all grade levels
2. ELD Specialists to support implementation of the ELD curriculum by providing modeled lessons in classrooms
3. Continue to support parents by providing parent education that provides them training in how to help their children at home

LOW SOCIO ECONOMIC STUDENTS

- Effective Instructional Strategies:

- Strengths
 1. Family Education Nights
 2. Success Maker Software
 3. Free Homework Help Classes
 4. Parent Math Help Classes provided by the district

Needs

1. Addition funds to provide for enrichment opportunities
2. Increased parent education and academic support
3. Increase in implementation of effective instructional strategies

PROFESSIONAL DEVELOPMENT AND HIRING

Performance Goal 3:
By 2005-2006, all students will be taught by highly qualified teachers.

Certificated Staff

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Current Data % NCLB Compliant Teachers: 100% NCLB Benchmark: 100%

Instructional Aides

Current Data % NCLB Compliant Instructional Aides: 100% NCLB Benchmark: 100%

V. Description of Barriers and Related School Goals

The school community has developed five school goals to address specific needs at Linwood E. Howe. The first goal is related to the academic performance of our large population of English language learners (ELL students). About 20% of our students are learning English as a second language and are at various levels of doing so. There is a significant gap between their achievement and the achievement of our English-only population. Depending upon their English Language development (ELD) level, students are able to access grade-level instruction to various degrees. The goal we have set focuses on offering ELL students access to grade level standards so that they can more effectively master them. Teachers (all CLAD certified) offer instruction using appropriate ELD strategies and provide ELD instruction using the ELD program. Teachers will also focus on front loading vocabulary and concepts during ELD small group instructions well as using student engagement strategies during all lessons. ELL students will receive support as needed from the ELD coordinator and the ELD aide. Additionally, ELL students have opportunities to participate in SuccessMaker intervention.

A second goal we have set involves our students who are socioeconomically disadvantaged. These students may have limited access to life experiences outside school, limiting their background knowledge. There is a significant gap between their achievement and the achievement of students who are not socioeconomically disadvantaged. Students and parents will be offered opportunities to participate in various school activities promoting background knowledge and school community. These activities include Booster Club sponsored Family Nights, parent education opportunities, and student assemblies. Additionally, students will be able to take part in during and after school intervention opportunities such as free Homework Help classes and Success Maker.

A third goal we have established is related to science. Fifth grade students are tested on the CST for knowledge of fourth and fifth grade science standards. While our students' scores have shown significant improvement, we would like to see implementation continue to grow school-wide. We are working with personnel from UCLA to assist teachers in as science instruction is not always a strength for teachers. We will hold science related family nights and assemblies to encourage family involvement in the study of science, such as Astronomy Night.

The fourth goal we set is related to our students with disabilities. At Linwood Howe, we have many students who receive a variety of special education services including speech and language, resource, occupational therapy, and specialized academic instruction. Some of our students have mild to severe disabilities which make it difficult for them to access grade level curriculum in general education classes. Many of our students with disabilities have difficulty meeting their grade level standards. While they have access to the grade level curriculum, they receive instruction at their academic level. Students with disabilities have Individualized Educational Programs (IEPs) and service providers focus on the educational and behavioral goals set forth by the IEP team. Special education teachers use district adopted curriculum as well as supplementary materials such as the Touch Math program to ensure students have access to their grade level curriculum through many modalities. Students with disabilities have access to the same intervention programs as other students, including SuccessMaker and Homework Help classes.

Our fifth goal focuses on our Hispanic students. Some of our students in this group are also impacted by their English level. Hispanic students are a focus group because they are underperforming compared to other ethnic groups, demonstrating an achievement gap. Students in this subgroup also have access to intervention classes such as SuccessMaker and Homework Help classes. They also benefit from the assistance received from instructional aides. Additionally, parents are supported through programs such as The Latino Family Literacy Project, which is a group of parents who work with the district ELD Coordinator to enhance their literacy experiences with their children.

VI. Planned Improvements in Student Performance (continued)

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

<p>SCHOOL GOAL #1 (Based on conclusions from Analysis of Program Components and Student Data pages) English Language Arts: Students will meet the AYP target on the 2012 California Standards Test (CST) reading in the subject. It is expected that ELA will increase from 67.1% to 88.2% as measured by the CST in May. The alternate will be to achieve safe harbor (SH). Student groups are grade levels to participate in this goal: Students in grades 2-5</p>	<p>Anticipated annual performance growth for each group: English Language Arts 2012: 68.4% 2013 Goal: 88.2%</p>
<p>Measures of evaluating progress toward this goal: CST Open Book, Unit/Chapter tests Teacher-made quizzes Classroom Homework</p>	<p>Group data to be collected to measure academic gains: 2012 CST data</p>

SCHOOL GOAL #1 Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Students performing below grade level will receive specific interventions Provide instructional materials to work with students in small groups at all Provide students with opportunities to access SuccessMaker software, a evidence-based software program designed to meet students at their academic level and improve their skills in ELA and math, during and before teachers identify students who would benefit from homework assistance and provide students attend after-school classes 2x/week</p>	<p>September-June SuccessMaker and Homework Classes October-June SuccessMaker Software</p>	<p>Salary and benefits \$40,000 \$7,670 Teacher extra-duty assignment complete purchase of the updates software</p>	<p>\$12,000</p>	<p>FFA & SH Ed Foundation SI, PTA, & Booster Club</p>
<p>Teachers will provide targeted, differentiated instruction Technology Equipment, including Smartboard, and LCD projectors to increase student engagement and to pull the auditory with visual input. Pam Barill will provide training to all teachers in the use of The Single Plan for Student Achievement</p>	<p>January June</p>	<p>Smartboard Equipment updates software</p>	<p>\$12,000</p>	<p>SI, PTA, & Booster Club</p>

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SCHOOL GOAL #1 Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Provide after school and support Tutors will analyze California Benchmark Data and select concepts to students who demonstrate they have not mastered them Tutors will be added out of their class for a 1/2 day of grade level meeting Tutors will be trained in strategies to work with small groups of students not yet proficient in ELA collaborate on strategies for providing intervention.</p>	<p>January - March April - October - January - June</p>	<p>Instructional Supplies Comptons Class Cans</p>	<p>No Cost \$1,000</p>	<p>FFA</p>
<p>Teachers will analyze California Benchmark Data and select concepts to students who demonstrate they have not mastered them Tutors will be added out of their class for a 1/2 day of grade level meeting Tutors will be trained in strategies to work with small groups of students not yet proficient in ELA collaborate on strategies for providing intervention.</p>	<p>December, January, February, March, April, May</p>	<p>Substituted Teachers</p>	<p>\$3,500</p>	<p>SI</p>

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VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #2 Address to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Students performing below grade level will receive specific interventions provided by instructional assistants to work with students in small groups at all grade levels. This program is designed to meet students at their research-based software program designed to meet students at their research level and requires one staff in math, writing and science. Teachers identify students who would benefit from homework assistance and provide students with one-on-one assistance during class time.</p>
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<p>Means of evaluating progress toward this goal: Galileo Benchmark Assessments Envision Math Unit/Chapter Tests Teacher-made quizzes Classroom Homework</p>	<p>Anticipated annual performance growth for each group: Math: 2012/78.4% 2013 goal: 89.5% Group data to be collected to measure academic gain: 2013 CST data</p>
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<p>SCHOOL GOAL #2 Address to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>4th and 5th grade students will be offered specific Math enrichment opportunities through the "Math Olympiad" program. This program is designed to meet students at their research-based software program designed to meet students at their research level and requires one staff in math, writing and science. Teachers identify students who would benefit from homework assistance and provide students with one-on-one assistance during class time.</p>
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<p>Teachers will analyze Galileo Benchmark Data and release concepts to students who demonstrate they have not mastered them. Teachers will be released out of their class for a 1/2 day of grade level meeting to discuss and collaborate on strategies for providing intervention, guided by the principal.</p>	<p>Teachers to look at CST math release questions from the 5/16 during P.C.A. to identify strategies of the math questions and to determine how the standards are assessed on the CST.</p>
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VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #3 Based on conclusions from Analysis of Program Components and Student Data pages 1-5, the following objectives (including at significant subgroups) in grade 5 scoring at the proficient or advanced level in Science will increase from 7% to 89% as measured by the CST in May.</p> <p>Student groups and grade levels to participate in this goal: All students, all grade levels</p> <p>Means of evaluating progress toward this goal: CST Teacher-made quizzes Classroom Homework</p>	<p>Anticipated annual performance growth for each group: 2011: 72%, 2012: Goal: 89%</p> <p>Group data to be collected to measure academic gains: 2012 CST data</p>
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<p>SCHOOL GOAL #3 Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching, Instructional Materials, Professional Development, and 50% grade standards based on the CST</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Professional Development and Instructional materials provided to K-5 teachers on modified Madryders</p>	<p>September-October</p>	<p>None</p>	<p>None</p>	<p>N/A</p>
<p>Science Fair and hands-on School-wide activities (e.g. drop) to motivate students and staff</p>	<p>May and June 2012</p>	<p>Awards and supplies (Instructional Supplies)</p>	<p>\$400</p>	<p>Unit Budget or SI</p>
<p>Purchase scripted instructional materials for 5 continuous minutes for science investigation and hands-on learning</p>	<p>October - June 2012</p>	<p>None</p>	<p>None</p>	<p>Unit Budget or SI</p>
<p>Vertical articulation between the 4th and 5th grade teachers during PLCs to examine science curriculum and instruction.</p>	<p>October - May</p>	<p>Modified Wednesday</p>	<p>None</p>	<p>Unit Budget or SI</p>

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VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #4 Based on conclusions from Analysis of Program Components and Student Data pages 1-5, the following objectives (including at significant subgroups) in the writing subdomains portion on the 2012 CST Student groups and grade levels to participate in this goal: All students, all grades</p> <p>Means of evaluating progress toward this goal: 4th Grade STAR Writing Results 4th Grade STAR Writing Results Galien Benchmark Assessments Written Response in Open Court Teacher-made writing assignments</p>	<p>Anticipated annual performance growth for each group: Goal for all grades: 8%</p> <p>Group data to be collected to measure academic gains: 2012 CST Scores</p>
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<p>SCHOOL GOAL #4 Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching, Instructional Materials, Professional Development, and 50% grade standards based on the CST</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Students performing below grade level will receive specific interventions. Provide instructional assistants to work with students in small groups at all grade levels. Provide training with opportunities to access Social-Emotional, a research-based software program designed to meet students at their academic level and improve their skills in ELA and math. Change and improve content</p>	<p>September-October</p>	<p>Instructional Assistants \$40,378 November-December \$2,500 SuccessMaker Software complete purchase of the software</p>	<p>\$42,878 \$1,578 \$2,500 \$15,000</p>	<p>TEI & SI Ed Foundation SI</p>
<p>Teachers will provide ongoing professional development to all students. Teachers will increase student engagement. Content from Burdett will provide training to all teachers in the use of Social-Emotional Learning. Strategies using the Open Court curriculum. Technology/Video and ELI Specialist will work with first grade of students to support an ELI Specialist. Teachers will look specifically at the best practices questions for writing strategies during PLC</p>	<p>January - March October - April</p>	<p>document camera and support equipment Substitutes ELI Specialist NA Modified Wednesday</p>	<p>\$17,000 \$17,000 \$17,000</p>	<p>SI Dated Dated EA (ELI Specialist)</p>

Teachers will analyze CSTs, Benchmark Data and student concerns to students who

December, February

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SCHOOL GOAL #4	Actions to be Taken to Reach This Goal Consider all appropriate alternatives (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	<p>departments they have not reviewed the existing program content to determine if there are any areas that need to be updated or deleted. The committee will meet on a regular basis to discuss the data and make recommendations. The committee will be guided by the principles:</p>	May			

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages)	Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
	Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

SCHOOL GOAL #5 (e.g., Teaching and Learning, Staffing and Professional Development)	Actions to be Taken to Reach This Goal Consider all appropriate alternatives	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

VII. Annual Year-End Evaluation of School Plan Objectives

Livwood E. Henry Elementary School Annual Year-End Evaluation of School Plan Objectives	Comprehensive School Plan Annual Year-End Evaluation of School Plan Objectives
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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

English Language Arts: Students will meet the AYP target on the 2012 CST. The percentage of students (including all significant subgroups) in grades 2-5 scoring at or above proficient or advanced level in ELA will increase from 63.8% to 78.4% as measured by the CST in May.

Mathematics: Students will meet the AYP target on the 2012 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 69.5% to 79% as measured by the CST in May.

Science: The percentage of students (including all significant subgroups) in grade 5 scoring at the proficient or advanced level in science will increase from 68% to 72% as measured by the CST in May.

Writing: Each grade level will achieve 72% proficiency in the writing strategies portion on the 2012 CST.

Narrative Explanation for each objective not met:
 Goals 1 and 2 were met under Safe Harbor. Goals for the 2012-13 school year are consistent with the AYP targets with an understanding that we may meet some of the goals with Safe Harbor.

Goal 4: All grade levels increased from the previous year, but still fell short of the goal. More professional development in the area of writing instruction is needed.

Total number of School Plan Objectives met: 4
Total number of School Plan Objectives not met: 3
Percentage of School Plan Objectives met: 75%

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American		Asian			
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	317	318	347	98	102	113	39	31	28	12	7	20
Growth API	797	826	862	882	867	912		891	845			842
Base API	804	797	826	866	862	867		767	831			757
Target	A	3	A	A	A	A						
Growth	-7	29	36	-4	5	45						
Met/Target	No	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged		Students with Disabilities			
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	156	157	161	100	100	97	144	157	164	55	50	53
Growth API	758	789	828	736	770	794	748	776	820	521	521	631
Base API	767	758	789	730	736	770	765	748	776		521	521
Target	5	5	5	5	5	5	5	5	5			
Growth	-9	31	39	-14	34	24	-17	28	44			
Met/Target	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-10	2010-11	2011-12
Number of Annual Testers	792	749	642
Percent with Prior Year Data	100	100	99.8
Number in Cohort	792	749	641
Number Met	503	409	424
Percent Met	64	54.6	66.1
NCLB Target	53.1	54.6	56.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2009-10	2010-11	2011-12	
	Years of EL Instruction	Years of EL Instruction	Years of EL Instruction	Years of EL Instruction
	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	593	374	593	326
Number Met	163	213	169	160
Percent Met	27.5	57	29	49.1
NCLB Target	17.4	41.3	18.7	43.2
Met Target	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	(Pending)	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

Appendix A - School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	98	100	100	100	100	100
Number	181	203	233	73	75	90	20	20	20	4	--	10
At or Above Proficient												
Percent	57.1	63.8	67.1	74.5	79.5	79.6	51.3	64.5	71.4	33.3	--	50.0
ES/MS	58.8	67.6	78.4	58.8	67.6	78.4	58.8	67.6	78.4	58.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	74	88	94	45	48	48	64	64	94	10	9	14
At or Above Proficient												
Percent	47.4	56.1	58.4	45.0	48.0	49.5	44.4	53.5	57.3	18.2	18.0	26.4
ES/MS	56.8	67.8	78.4	56.8	67.8	78.4	56.8	67.8	78.4	56.8	67.8	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	--	--

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP														
	All Students				White				African-American				Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	99	98	98	100	100	100	100	100	100
At or Above Proficient Number	185	221	265	70	80	98	18	20	18	7	--	17			
At or Above Proficient Percent	58.4	69.5	76.6	71.4	78.4	85.7	46.2	64.5	64.3	58.3	--	85.0			
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0			
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4			
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--			
PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP														
	Hispanic				English Learners				Socioeconomic Disadvantage				Students w/Disabilities		
2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	99	100	99	
At or Above Proficient Number	78	97	114	44	56	67	70	92	117	12	14	25			
At or Above Proficient Percent	60.0	61.8	70.8	44.0	56.0	69.1	48.6	59.6	71.3	21.8	28.0	48.1			
ES/MS	60.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0			
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4			
Met AYP Criteria	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	--			

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELD) Data

Grade	California English Language Development Test (CELD) Results for 2011-12										
	Advanced	Early Advanced	Intermediate	Early/Intermediate	Beginning	Number Tested					
1		9	53	7	41	1	6	17			
2	3	18	7	41	4	24	2	12	1	6	17
3	1	4	14	58	6	25	2	8	1	4	24
4			6	38	7	44	3	19			16
5	1	8	7	56	4	33					12
Total	5	6	43	50	28	33	7	8	3	3	86

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

Galileo Benchmark Assessments in Language Arts and Mathematics
STAR Test Data
Open Court Reading Unit assessments, including writing prompts, comprehension check points
Fluency assessments
District developed Math assessments
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 Galileo Benchmark Assessment Data to drive instruction and design intervention. Grade level teams examine data from Development Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given three times yearly in first through fifth grades. This data provides teachers with a probability of student success on the California Standards Tests administered each year in the late spring. Additionally, the data offers teachers an opportunity to engage in curriculum calibration to continue to improve instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
100% of certificated teachers are highly qualified
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
Teachers have completed training on the adopted math curriculum and teachers teaching kindergarten through third grade will complete training on the new ELD program.
5. Sufficiency of credentialled teachers and teacher professional development (e.g., access to AB 495 training on SBE-adopted instructional materials) (EPC)
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All faculty at Linwood E. Howe Elementary School have met the requirements necessary and are highly qualified and fully credentialled according to NCLB.

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

Staff Meeting
District Level Professional Development/Galileo
Grade Level Meetings
Site Level Professional Development

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 across each grade level.

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

Ongoing instructional assistance and support for new teachers is provided by the Beginning Teacher Support and Assessment personnel (BTSAs/TOSAs). 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 therapists.

8. Teacher collaboration by grade level (EPC)

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, 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

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

All teachers across all grade levels at Linwood E. Howe Elementary School adhere to the California Content Standards. All instructional materials are standards based and in social studies and in science the materials are from the recent State adoptions. Essential standards have been identified by teacher teams and are being taught across the grade levels. Benchmark assessments are administered three times each year to students in grades one through five. Kindergarteners are given other appropriate periodic assessments in English Language Arts and Mathematics, 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.

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10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
- All teachers are meeting the suggested number of minutes per day for each curricular area
- ENGLISH LANGUAGE ARTS:
 Kindergarten - 90 minutes
 First - Third Grade - 150 minutes
 Fourth & Fifth - 120 minutes
- MATHEMATICS:
 Kindergarten - Fifth Grade - 45-60 minutes
 ENGLISH LANGUAGE DEVELOPMENT:
 Kindergarten - Fifth Grade - 30 minutes

11. Lesson pacing schedule (EPC)
- Linwood Howe teachers follow district teaching plans and pacing guides to pace their delivery of instruction in the essential California 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 Calileo Benchmark period to guide their planning. Informal assessments are administered three times per year to gather data that data is analyzed and then used to inform instruction for intervention and enrichment.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
- Culver City Unified School District provides all students across grade levels with standards based instructional materials in all curricular areas.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)
- Students at Linwood E. Howe 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 release, intervention, and enrichment
 Scott Foresman Science
 Houghton-Mifflin Social Studies

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
- The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. 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.

15. Research-based educational practices to raise student achievement at this school (NCLB)
- Teachers throughout Culver City are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning deficiencies and identify areas for enrichment. The program we use is called Galileo and it provides periodic benchmark assessments which are used to drive instruction. Grade level teams regularly meet to collaborate and plan this instruction. Beginning in August of 2008, Administrators began working with Dr. Dennis Fox to develop the protocols 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.

16. Opportunities for increased learning time (Title I SWP and PI requirement)
- At Linwood E. Howe Elementary School, opportunities for increased learning time are funded through School Improvement (SI), Title I, and English Language Acquisition Program (ELAP) monies and are designed to meet the various needs of our diverse population and to raise student achievement. The opportunities are described below.
- Homework Help Class is a program that helps students who are struggling with homework completion.

Title I funds are being used to provide substitutes for teachers while they collaborate on creating in-class interventions for students based on distal benchmark results. The philosophy is that students need to receive intervention during the school day, rather than before or after school, to ensure intervention delivery.

Additionally, Title I funds are being used to complete the payments for SuccessMaker, a computer-based ELA and math intervention program. Students participate in the program before and during school.

17. Transition from preschool to kindergarten (Title I SWP)

Pre-school teachers and kindergarten teachers at Linwood E. Howe meet informally to discuss the needs of pre-schoolers as they transition into kindergarten. The teachers provide information on each individual pre-school student which includes the child's strengths and weaknesses. Additional meetings are held with IEP teams for students who have special needs.

PRESCHOOL TO KINDERGARTEN TRANSITION GOAL(S)

To help integrate preschoolers into the Linwood E. Howe Elementary School kindergarten program we will:

1. Invite the preschool classes to visit the kindergarten classrooms in the spring.
2. Meet with the preschool teachers for an exchange of ideas and suggestions.
3. Share a playground with the preschool, which gives us a chance to communicate informally with the preschool teachers.
4. Hold a parent information night.
5. Provide a special day for Pre-Ks and their parents to spend the morning in the kindergarten classes with joint activities for the children.
6. Invite pre-K parents to our spring Open House.
7. Parent organized August welcome to Linwood Howe School activity for pre-Ks and their families.

ELEMENTARY to MIDDLE SCHOOL TRANSITION GOAL(S)

Upper elementary school teachers assist students in the transition into the Culver City Middle School by doing the following:

1. Use team teaching across the grade level.
2. Teach organizational strategies.

3. Teach pacing strategies through long term projects.
4. Have Middle School students visit our campus to talk to the students.
5. Take students to Middle School orientation.
6. Monitor math placement tests.
7. Use homework agenda for all teachers.
8. Invite parents to Middle School orientation for parents.
9. Provide for bi-annual articulation between 5th and 6th grade teachers.

Involvement

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

- The following resources are available to the students of Linwood E. Howe Elementary School:
- School-wide Science Fair
 - Symphonic Jazz Orchestra Music Classes
 - Artists 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
 - High School Cross-age Homework Tutoring
 - Actors' Gang

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

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

- English Learner's Advisory Committee
- School Site Council
- PTA
- Linwood E. Howe Boosters
- Arts Outreach Committee
- Safe Routes to School Committee
- Anti-Bullying Committee
- School website
- Volunteer opportunities in classrooms on field trips, and school wide extra-curricular activities
- Latino Family Literacy Project
- Parent education opportunities including computer classes
- Parent Resource Center

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

- Parents represent Linwood E. Howe on the District English Language Advisory Committee (DELAC), the district Anti-Bullying Committee, and the district Gifted and Talented Education (GATE) Committee

Funding

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

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

- School Improvement Funds: Instructional Aides, Before/after school classes, supplemental instructional materials and supplies, technology equipment
- ELAP: After School Tutoring Program, conferences
- Title I: Instructional Aides, SuccessMaker computer program

Appendix C - Programs Included In this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$57,028
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education):	\$
Total amount of state categorical funds allocated to this school	\$57,028

Federal Programs under No Child Left Behind (NCLB)

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D, Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/> Title I, Part A, Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$40,527
<input type="checkbox"/> Title I, Part A, Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A, Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title I, Part A, Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D, Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A, Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A, Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V, Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B, Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe(42))	\$
Total amount of federal categorical funds allocated to this school	\$30,698.75
Total amount of state and federal categorical funds allocated to this school	\$97,555.00

(3) For example, special education funds used in a School-Based Concentrated Program to serve students not identified as individuals with exceptional needs.

Appendix D - Recommendations and Assurances (Linwood E. Howe Elementary School)

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA), requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
 - State Compensatory Education Advisory Committee
 - English Learner Advisory Committee
 - Special Education Advisory Committee
 - Gifted and Talented Education Program Advisory Committee
 - District/School Liaison Team for schools in Program Improvement
 - Compensatory Education Advisory Committee
 - Departmental Advisory Committee (secondary)
 - Other committees established by the school or district (list): _____
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: _____

Attested:

Kim Indelicato _____
Typed Name of School Principal Signature of School Principal Date

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

Appendix E - Home/School Compact

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

Student Pledge:

- Linwood E. Howe Elementary School
 THREE MAY COMPACT FOR 2012-13 WE ARE A SCHOOL WHERE CHARACTER COUNTS
 The Linwood Howe School Student's Commitment
- As a Lin Howe student, I realize that my education is important to me. I understand my parent(s) and teachers want to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I will be responsible for the following:
- * Using all the following Pillars of Character in my daily life: Trustworthiness, Respectfulness, Responsibility, Fairness, Caring, and Good Citizenship
 - * Being responsible about my own behavior by following all school and classroom rules
 - * Respecting the rights of others to learn without distraction and disruption
 - * Coming to school on time, every day, and being prepared to do my best
 - * Complete all in-class and homework assignments on time
 - * Spending time at home reading and studying
 - * Asking for help from teachers and parents, when needed
 - * Keeping open communication with my family by sharing information about my school day
- Student's Signature _____ Date _____

Parents Pledge:

- The Linwood Howe School Parent's Commitment
- As a Linwood Howe School parent, I will be responsible for letting my child know through my words and deeds that education is important. Therefore, I will be responsible for the following:
- * Modeling the same Pillars of Character traits that your child is expected to follow at school: Trustworthiness, Respectfulness, Responsibility, Fairness, Caring, and Good Citizenship
 - * Supporting the school and district's homework, discipline, and attendance policies
 - * Being involved in my child's education through participation in school events such as Parent Conferences, Back to School Night, PTA functions, and Open House
 - * Providing a quiet place, time, and materials needed for my child to study and complete homework
 - * Encouraging my child to complete his/her homework
 - * Making sure my child gets an adequate night's sleep and a healthy diet
 - * Having my child attend school regularly and on time
 - * Listening to, encouraging, or reading with my child on a daily basis
 - * Reviewing all school communications and returning notices
 - * Keeping open communication with my child by listening to his/her concerns
- Parent's/Guardian's Signature _____ Date _____

Staff Pledge:

- The Linwood Howe School Teacher's Commitment
- As a Linwood Howe teacher, I understand that education is important to every student's life. I also understand the role I play in making a difference. Therefore, I will be responsible for the following:
- * Modeling the same Pillars of Character Traits that our students are expected to follow: Trustworthiness, Respectfulness, Responsibility, Fairness, Caring, and Good Citizenship
 - * Providing a challenging and positive instructional program to teach all students
 - * Teaching grade level standards and addressing the individual needs and strengths of all students
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- Assigning appropriate homework with clear instructions
- Correcting and returning appropriate work in a timely manner
- Helping students follow the school and classroom rules
- Assisting parents with how to help children at home
- Maintaining open communication with parents, to include them as partners in their child's education and behavior

Teacher's Signature _____ Date _____

Principal's Signature _____ Date _____

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Katherine Wolf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Howard Adelman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ashoo Jain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lourdes Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Keith Fine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anissa McCullen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MaryAnn Sweeney	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chalasa Schneider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kimberly Diamond	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kim Indelicato	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	1

(43) At elementary schools, the school site council must be comprised 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.

Appendix F - School Site Council Membership: Linwood E. Howe Elementary School

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

9.10 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.

Since the property listed on the attached table is either obsolete or would be too costly to repair and takes up valuable storage space, it is advisable that it be disposed of through public auction or disposal for scrap if it cannot be sold.

RECOMMENDED MOTION: That the Board of Education approve the disposal, sale, auction or donation of the surplus equipment listed on the attached table.

Moved by:

Seconded by:

Vote:

BOARD REPORT

**11/13/12
9.11**

9.11 Enrollment Report

The attached reports display enrollment information for month two of the 2012-2013 school year. The reports are presented in two formats: a monthly detail and a summary comparison.

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

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

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District accept the Enrollment Report for month two of the 2012-2013 school year as presented.

Moved by:

Seconded by:

Vote:

Culver City Unified School District
Enrollment for the 2nd School Month (9/17/12 - 10/12/12)
2012 - 2013

ELEMENTARY	El Marino	El Rincon	Farragut	La Ballona	Linwood Howe	Independent Study	Total
K	132	108	92	96	88	0	516
1	133	70	93	88	94	0	478
2	135	92	95	92	69	0	483
3	129	92	98	113	96	0	528
4	126	88	92	87	84	0	477
5	116	87	87	81	79	0	450
Spec Class	0	20	0	0	38	0	58
							0
Elementary Total	771	557	557	557	548	0	2990

SECONDARY	Middle School	High School	Culver Park	Independent Study	Total
6	466				466
7	481				481
8	491				491
9		509	0	0	509
10		571	0	1	572
11		495	20	8	523
12		533	36	14	583
Spec Class	28	43	0	0	71
Secondary Total	1466	2151	56	23	3696

Total K-12 Enrollment	6686
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PRESCHOOL

Linwood Howe	El Marino	El Rincon	Farragut	La Ballona	CEE	Total
52	24	28	8	89	95	296

ADULT SCHOOL

Adult Basic Education	ESL	Citizenship	Adults with Disabilities	High School Subjects	Total
103	402	23	19	407	954

Notes:

1. These enrollment figures represent the total number of sections. A single student may be enrolled in multiple sections.
2. Of the 407 students enrolled in high school subjects, 63 concurrently attend high school.

Culver City Unified School District
Enrollment Comparison
11-12 vs 12-13

ELEMENTARY	1st School Month		2nd School Month		3rd School Month		4th School Month		5th School Month	
	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
El Marino		766		771						
El Rincon		557		557						
Farragut		562		557						
La Ballona		553		557						
Linwood Howe		541		548						
Ind. Study		0		0		0		0		0
Special Ed		Incl		Incl		Incl		Incl		Incl
Elementary Total		2979		2990		0		2906		0

SECONDARY	1st School Month		2nd School Month		3rd School Month		4th School Month		5th School Month	
	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Middle School		1473		1466						
High School		2111		2151						
Culver Park		55		56						
Ind. Study		22		23						
Special Ed		Incl		Incl		Incl		Incl		Incl
Secondary Total		3661		3696		0		3695		0

K-12 Total		6640		6686		0		6721		0
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BOARD REPORT

**11/13/12
9.12**

9.12 Compensation Report of the Members of the Board of Education

The attached report lists the cost to the District of all expenditures paid out on behalf of each Board Member from July 1, 2012 through September 30, 2012.

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District accept the Compensation Report for the first quarter of Fiscal Year 2012-2013.

Moved by:

Seconded by:

2012-13
Quarterly Compensation and Expenditure Report
of the
Members of the Board of Education

July 1, 2012 to September 30, 2012

Board Member	Stipend	Statutory Benefits	Health & Welfare	Quarterly Total
Chardiet, Laura J	\$ 720.00	\$ 94.68	\$ -	\$ 814.68
Goldberg, Nancy	\$ 720.00	\$ 94.68	\$ -	\$ 814.68
Paspalis, Katherine	\$ 720.00	\$ 94.68	\$ 1,135.57	\$ 1,950.25
Siever, Patricia	\$ 720.00	\$ 94.68	\$ 10.80	\$ 825.48
Silbiger, Karlo	\$ 720.00	\$ 94.68	\$ -	\$ 814.68
TOTAL	\$ 3,600.00	\$ 473.40	\$ 1,146.37	\$ 5,219.77

Board Member	Coverage
Chardiet, Laura J	
Goldberg, Nancy	
Paspalis, Katherine	Medical, Dental, Vision & Life
Siever, Patricia	Life Insurance
Silbiger, Karlo	

This report represents all expenditures made by the District to, or on behalf of, Members of the Board of Education:

- A Stipend is "compensation" made to elected officials for the public service they provide pursuant to Education Code 35120.
- Statutory Benefits are expenditures paid by the District related to the Stipend.
- Health & Welfare represents expenditures for medical, dental and life insurance.
- Other Expenditures are travel/conference related expenses while on District business.
- At the end of each Fiscal Year, Staff will present the annual board compensation report.

District Cap on Benefits

Medical Insurance	\$8,985.48
Dental Insurance	\$2,012.50
Vision Insurance	\$199.40
Life Insurance	\$108.00

BOARD REPORT

11/13/12

10.1

10.1 American Citizenship Awards

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

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

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

11/13/2012

12.1

BOARD REPORT

12.1 2012-2013 Budget Status Report for Culver City USD

The Assistant Superintendent of Business Services will present an updated Budget Status Report for the current fiscal year (2012-13). The report will include an analysis of the financial impact of the passage of Proposition 30 on Culver City Unified School District's current budget.

Proposition 30

“The Schools and Local Safety Protection Act of 2012” NOW WE KNOW...!

•That the Passage of Proposition 30 prevented a reduction of an estimated \$441 per student statewide.

•What does this mean to CCUSD? The *success of Proposition 30 prevented a funding reduction to our Culver City Unified School District of \$2,910,124 in the current school year (2012-2013), and avoided projected reductions of \$2,903,763 in 2013-2014, and \$2,904,465 in 2014-2015.*

•That the current California state budget correctly assumed the successful passage of Proposition 30?

•That Proposition 30 will generate \$6 billion in 2012-13 through 2016-17; plus smaller amounts in 2011-12, 2017-18, and 2018-19?

CULVER CITY UNIFIED SCHOOL DISTRICT 2012- 13 BUDGET STATUS REPORT as of November 13, 2012

•This Budget Status Report will be presented to the Board of Education at every meeting.

•This Report will contain the latest budget information available regarding all aspects of the district’s general fund revenues, expenditures, and projected ending balance.

CULVER CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION ANNUAL GOALS AND OBJECTIVES Budget and Resource Development 2012- 13

Associated Current Year Goals and Objectives

Goal: Monitor and adjust budget priorities to maintain fiscal stability in response to the ongoing severe State/Federal education funding cuts.

Goal: Continue to explore, strengthen and utilize all potential revenue streams.

Objectives:

•Capital Projects

- Complete three capital projects (Elevators, Athletic Fields, Solar).
- Complete feasibility study for Robert Frost Auditorium.
- Collaborative and transparent budget process with community via workshops and hearings.

CULVER CITY UNIFIED SCHOOL DISTRICT BOARD MEETING BUDGET STATUS REPORT as of 11/13/2012

	Adopted Budget	Adopted Budget (Adjusted for Unsettled Actuals)	Projected Budget (Based on Latest Information Available)	Difference
Beginning Fund Balance - July 1, 2012	\$15,627,321	\$19,714,886	\$19,714,886	
Revenues:				
Revenue Limit Sources	\$32,367,078	\$32,367,078	\$35,274,102	\$2,907,024
Federal Revenues	\$2,611,527	\$2,611,527	\$2,611,527	\$0
Other State Revenues	\$10,458,802	\$10,458,802	\$10,458,802	\$0
Other Local Revenues	\$3,384,192	\$3,384,192	\$3,384,192	\$0
Transfer In/Outs	\$1,400,000	\$1,400,000	\$1,400,000	\$0
Total Revenues:	\$60,229,799	\$60,229,799	\$63,526,823	\$3,297,024
Expenditures:				
1000 Certificated Salaries	\$28,135,044	\$28,135,044	\$28,176,044	\$41,000
2000 Classified Salaries	\$8,618,877	\$8,618,877	\$8,618,877	\$0
3000 Employee Benefits	\$9,417,702	\$9,417,702	\$9,417,702	\$0
4000 Books and Supplies	\$1,979,809	\$1,979,809	\$2,082,747	\$102,938
5000 Services, Other Operating Exp	\$8,572,031	\$8,572,031	\$8,572,031	\$0
8000 Capital Outlay	\$50,000	\$50,000	\$50,000	\$0
7000 Other Outgo	\$725,000	\$725,000	\$725,000	\$0
7000 Transfer of Indirect/Direct Support	(\$357,775)	(\$357,775)	(\$357,775)	\$0
7000 Transfer Out/Uses	\$800,000	\$800,000	\$800,000	\$0
Total Expenditures:	\$64,437,798	\$64,437,798	\$66,581,726	\$2,143,928
Surplus/(Deficit)	(\$5,810,477)	(\$5,810,477)	(\$2,257,843)	
Projected Ending Fund Balance - June 30, 2013	\$10,816,844	\$14,704,409	\$17,457,043	
Components of Ending Fund Balance				
Resolving Cash	\$14,000	\$14,000	\$14,000	\$0
Stores	\$60,000	\$60,000	\$60,000	\$0
Categorically Restricted Funds	\$1,060,000	\$1,474,128	\$3,508,170	\$2,448,170
Categorically Restricted Funds - SELPA	\$0	\$2,504,058	\$2,504,058	\$2,504,058
Board Reserve 2%	\$1,108,756	\$1,048,093	\$1,111,838	\$63,745
Restricted for School Site Allocation	\$0	\$75,000	\$75,000	\$75,000
Restricted Reserve for ROP Program	\$0	\$229,689	\$229,689	\$229,689
Reserve for Potential Declaring Enrollment	\$0	\$200,000	\$200,000	\$200,000
Restricted Reserve for IEP/IFSP Program	\$0	\$50,000	\$50,000	\$50,000
Reserve for Safety Related Maintenance & Repair	\$0	\$250,000	\$250,000	\$250,000
Reserve for Deferred Maintenance & Repair	\$0	\$500,000	\$500,000	\$500,000
Reserve for Unfunded Capital Projects	\$0	\$3,500,000	\$3,500,000	\$3,500,000
Reserve for Deficit Spending	\$0	\$0	\$857,803	\$857,803
Reserve for Unfunded RDA Revenue	\$0	\$0	\$1,400,000	\$1,400,000
Designated for Economic Uncertainty 2%	\$7,682,838	\$7,682,134	\$7,682,134	\$696,704
Unappropriated Amount - One-Time Sources	\$6,653,646	\$6,653,646	\$6,653,646	\$0
Unappropriated Amount - Ongoing Sources	(\$0)	\$741	\$0	(\$741)

**CULVER CITY UNIFIED SCHOOL DISTRICT
2012- 13
BUDGET STATUS REPORT
as of November 13, 2012**

OVERVIEW OF REVENUES

- The additional funds expected from Proposition 30, \$2,910,124, have been added to our current year revenues at this point in time.
- It is very important to keep in mind that the final amount of 2012-13 state funds coming to our district will be directly tied to the state's own revenue projections and actual receipts.
- We will know much more about that topic in January when the Governor releases that information as well as the impact that it will have on state monies to all school district.

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**CULVER CITY UNIFIED SCHOOL DISTRICT
2012- 13
BUDGET STATUS REPORT
as of November 13, 2012**

OVERVIEW OF EXPENDITURES

- Expenditures reflect only those adjustments made as a result of normal district operations, and have not been adjusted to reflect the Proposition 30 funds allocation.
- Proposition 30 made the critical job of cutting our ongoing deficit much easier by doing half of the work for us!
- Our ongoing deficit has dropped from \$5,013,989 down to \$2,257,803 due to Prop 30.

6

**CULVER CITY UNIFIED SCHOOL DISTRICT
2012- 13
BUDGET STATUS REPORT
as of November 13, 2012**

OVERVIEW OF OUR PROJECTED ENDING BLANCE

The ending balance has been augmented since the adopted budget by two main factors:

- The year-end reports for 2011-12 (the Unaudited Actuals) raised our projected ending balance by \$4,077,675.
- The Proposition 30 funds have further augmented our projected ending balance by another \$2,756,186.

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**CULVER CITY UNIFIED SCHOOL DISTRICT
2012- 13
BUDGET STATUS REPORT
as of November 13, 2012**

OVERVIEW OF OUR ENDING BALANCE COMPONENTS

Our ending balance has many different parts to it:

- There are monies in it that actually belong to someone else (the SELPA).
- There are monies that are legally restricted to certain types of expenditures.
- There are monies that we need to keep on hand in order to adequately meet our current commitments (including our funding commitment to our capital projects).
- There are monies which need to spent on fixing many safety-related and general repair "long deferred maintenance issues" throughout our school sites that need our immediate attention. (water fountain repair, asphalt repair, painting and repair, etc.)

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**CULVER CITY UNIFIED SCHOOL DISTRICT
2012- 13
BUDGET STATUS REPORT
as of November 13, 2012**

**OVERVIEW OF OUR ENDING BALANCE COMPONENTS
(continued)**

- There are monies that may well be necessary to meet our commitments if further state reductions occur.
- There are monies that will be necessary to help backfill a portion of our ongoing general fund deficit for next year (2013-14).
- There are monies that are not currently allocated to any specific commitment and which are from "one-time" sources (last year's unspent \$'s, one-time current year funding sources, etc.). These monies need to be spent on one-time expenses in acknowledgement of their one-time sources.

9

**CULVER CITY UNIFIED SCHOOL DISTRICT
2012- 13
BUDGET STATUS REPORT
as of November 13, 2012**

**FUTURE BUDGETS
(continued)**

- Proposition 30 reveals a very strong level of public support for education.
- State funding for education will continue to be tied to their revenue collections and projections.
- As state revenues continue to fluctuate considerably along with the overall economy, it is very possible that we could sustain revenue reductions in the current year and/or in 2013-14 if state revenues fall from their currently projected levels.

10

**CULVER CITY UNIFIED SCHOOL DISTRICT
2012- 13
BUDGET STATUS REPORT
as of November 13, 2012**

FUTURE BUDGETS

What can we do to prepare for the coming years?

- Continue to build responsible annual budgets that are closely aligned to the Board of Education's Goals and Objectives.
- Monitor all district operations for opportunities to save money by working more efficiently.
- Work on reducing our ongoing deficit to a significant degree (for example: utilizing our "one-time" ending balance funds to reduce our annual ongoing expenditures).

11

**CULVER CITY UNIFIED SCHOOL DISTRICT
2012- 13
BUDGET STATUS REPORT
as of November 13, 2012**

•Coming Up Soon:

- The **CCUSD** Community Budget Advisory Committee (**CBAC**) will meet tomorrow evening to begin the process of providing valuable analysis and information to our Board of Education.
- Their information will reflect our stakeholder's perspectives and priorities regarding the allocation of our resources.

12

**CULVER CITY UNIFIED SCHOOL DISTRICT
2012- 13
BUDGET STATUS REPORT
as of November 13, 2012**

Coming Up Soon:

- The First Interim Report will be presented to the Board of Education at its regular meeting on December 11th, and will reflect the financial/budget operations of the district through this past October 31st.

BOARD REPORT

12.2 Culver Park Update

Superintendent LaRose will provide the Board with an update regarding the transition of Culver Park High School to their new site. The update will include current year highlights and a process/timeline for addressing future goals and possibilities for Culver Park High School.

BOARD REPORT

12.3 Update on CCUSD Immersion Programs

Superintendent LaRose and the CCUSD team will provide the Board with an update regarding current language immersion programs. The team will also share highlights relative to the language immersion strategic plan including progress on 2012-2013 goals/additions.

BOARD REPORT

11/13/12

14.1a

14.1a Second Reading and Adoption of Revised Board Bylaw 9121, President

It is recommended practice that the Board of Education review Board Policies, Administrative Regulations and Board Bylaws on a regular basis. Revised Board Bylaw 9121 is presented for second reading and adoption with Board Member suggestions and revisions based on the California School Boards Association.

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

Moved by:

Seconded by:

Vote:

PRESIDENT

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

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

(cf. 9323 – Meeting Conduct)

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

The Board President shall ~~also perform other duties as directed by law~~ **in accordance with law and Board policy including, but not limited to: State Department of Education regulations and the Board, including the duty to:**

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

(cf. 9322 – Agenda/Meeting Materials)

3. **Working with the Superintendent to ensure that Board members have necessary materials and information**

PRESIDENT (continued)

- 4. ~~Subject to Board approval, Appoint Appointing and disband dissolving committees subject to Board Approval, of the Board, subject to Board approval;~~
- 5. Calling such meetings of the Board as he/she may deem necessary, giving notice as prescribed by law;

(cf. 9320 – Meetings and Notices)

(cf. 9321 – Closed Session Purposes and Agendas)

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

(cf. 1112 – Media Relations)

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

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

- ~~6. Be responsible for the orderly conduct of all Board meetings.~~
- ~~7. Share informational mail with other Board members.~~

(cf. 9320 — Meetings and Notices)

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

Legal Reference:

EDUCATION CODE

- 35022 President of the board
- 35143 Annual organizational meetings; dates and notices
- 35144 Special meetings

GOVERNMENT CODE

- 54950-54963 Ralph M. Brown Act

Management Resources:

- CSBA PUBLICATIONS
- Board Presidents' Handbook, revised 2002
- CSBA Professional Governance Standards, 2000
- Maximizing School Board Leadership: Boardsmanship, 1996
- WEB SITES
- CSBA: <http://www.csba.org>

Bylaw
DISTRICT

adopted: July 29, 1997

CULVER CITY UNIFIED SCHOOL

Culver City, California

BOARD REPORT

**11/13/12
14.3a**

14.3a Approval to Reissue Stale-Dated Payroll Warrants

When the District requests that the Los Angeles County Office of Education (LACOE) replace a stale-dated warrant, there are specific procedures that must be followed. Unified School Districts requesting a replacement of a warrant that is over four years old must send a re-issuance request as well as school board approval.

Culver City Unified School District has been presented with three payroll warrants that expired in 2008. These include warrant numbers 8165514 for \$324.75, 8468830 for \$557.46 and 8490561 for \$328.23, dated 8/6/07, 12/10/07 and 12/14/07, respectively.

RECOMMENDED MOTION: That the Board of Education approve the reissuance of stale dated warrant numbers 8165514, 8468830 and 8490561.

Moved by:

Seconded by:

Vote:

14.3b Authorization for Staff to Enter Into Contract Negotiations with Selected Robert Frost Auditorium Feasibility Study Firm

On June 12, 2012, by approval of an RFP, the Board of Education directed staff to move forward with a feasibility study for the renovation of Robert Frost Auditorium. In order to obtain the best pricing offered by an architectural firm, staff seeks authorization from the Board to enter into contract negotiations.

RECOMMENDATION That the Board of Education authorize the Superintendent or Superintendent's designee to enter into contract negotiations with the selected architectural firm to conduct a feasibility study.

Moved by:

Seconded by:

Vote:

BOARD REPORT

14.4a Approval is Recommended for the Clinical Practicum Agreement Between the Culver City Unified School District and California State University Northridge

California State University Northridge (CSUN) would like to partner with the Culver City Unified School District by making a dietetic training program available to CSUN students with the District's Food Services Department. The District's Food Services staff will provide training for the Dietetic Internship with supervised nutrition learning activities. The Department will benefit from various projects completed by the interns.

RECOMMENDED MOTION: Authorize the Clinical Practicum Agreement between Culver City Unified School District and California State University Northridge to provide training for the Dietetic Internship.

Moved:

Seconded by:

Vote:

CLINICAL PRACTICUM AGREEMENT

This Agreement is between Culver City Unified School District (Site) and The Trustees of the California State University, California State University, Northridge ("University"), and is effective as of June 1, 2012.

- A. Site is a general acute care hospital, medical center, skilled nursing facility, private practice or outpatient clinic or is an independent or unified school district.
- B. University operates a Dietetic Internship and is currently granted approval status by the Commission on Accreditation for Dietetics Education of the American Dietetic Association.
- C. The purpose of this agreement is to provide the training for the Dietetic Internship. The parties will both benefit by making a training program ("Program") available to University students at Site.

The parties agree as follows:

I. UNIVERSITY'S RESPONSIBILITIES

- A. Student Profile. University shall contact site when a student desires placement at site. Site may elect to accept or decline student.
- B. Schedule of Assignments. University shall notify the Site's supervisor of student assignment, including the name, address and phone number of the student, level of academic preparation, and length and dates of proposed clinical experience. The maximum number of students shall be mutually agreed by the parties. The starting date and length of each Program training period shall be mutually agreed by the parties.
- C. Program Coordinator. University shall designate a faculty member to coordinate with Site's designee in planning the Program to be provided to students.
- D. Records. University shall maintain all personnel records for its staff and all academic records for its students.
- E. Student Responsibilities. University shall notify students in the program that they are responsible for:
 - 1) Complying with Site's clinical and administrative policies, procedures, rules and regulations;
 - 2) Arranging for his/her own transportation and living arrangements;
 - 3) Assuming responsibility for personal illnesses, necessary immunizations, tuberculin tests, annual health examinations and other requirements as identified by the Site;

- 4) Maintaining the confidentiality of patient information.
 - a) No student shall have access to or have the right to receive any medical record, except when necessary in the regular course of the clinical experience. The discussion, transmission, or narration in any form by students of any individually identifiable patient information, medical or otherwise, obtained in the course of the program is forbidden except as a necessary part of the practical experience.
 - b) Neither the University nor its employees or agents shall be granted access to individually identifiable information unless the patient has first given consent using a form approved by Site that complies with applicable state and federal law, including the Health Insurance Portability and Accountability Act ("HIPAA") and its implementing regulations.
 - c) Site shall reasonably assist University in obtaining patient consent in appropriate circumstances. In the absence of consent, students shall use de-identified information only in any discussions about the clinical experience with University, its employees, or agents.
- 5) Complying with Site's dress code and wearing name badges identifying themselves as students.
- 6) Insurance requirements. See Section 5, Paragraph B.

F. Payroll Taxes and Withholdings. University shall be solely responsible for any payroll taxes, withholdings, and insurance or benefits of any kind for University's employees, if any, who provide services to the Program under this Agreement. Students are not employees or agents of the University and shall receive no compensation for their participation in the Program, from the University. For purposes of this agreement, however, students are trainees and shall be considered members of Site's "workforce" as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103.

II. SITE RESPONSIBILITIES

- A. Clinical Experience. Site shall accept from University the student and shall provide the student with supervised clinical experience.
- B. Site Designee. Site shall designate a member of its staff to participate with University's designee in planning, implementing, and coordinating the Program.
- C. Access to Facilities. Site shall permit students enrolled in the Program access to Site facilities as appropriate and necessary for their Program, provided that the students' presence shall not interfere with Site's activities.
- D. Records and Evaluations. Site shall maintain complete records and reports on student's performance and provide an evaluation to University on forms the University shall provide.

- C. Withdrawal of Students. Site may request that University withdraw from the program any student whom Site determines is not performing satisfactorily, refuses to follow Site's administrative policies, procedures, rules and regulations, or violates any federal or state laws. Such requests must be in writing. Once the University receives the request in writing, the University will take appropriate steps to comply.
- D. Emergency Health Care/First Aid. Site shall, on any day when a student is receiving training at its facilities, provide to that student necessary emergency health care or first aid for accidents occurring in its facilities. Except as otherwise provided in this agreement, Site shall have no obligation to furnish medical or surgical care to any student.
- E. Site's Confidentiality Policies. As trainees, students shall be considered members of Site's "workforce," as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103, and shall be subject to Site's policies respecting confidentiality of medical information. In order to ensure that students comply with such policies, Site shall provide students with substantially the same training that it provides to its regular employees.

III. AFFIRMATIVE ACTION AND NON-DISCRIMINATION

The parties agree that all students receiving clinical training pursuant to this Agreement shall be selected without discrimination on account of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, age or veteran status.

IV. STATUS OF STUDENTS

The parties expressly understand and agree that the students enrolled in the Program are in attendance for educational purposes, and such students are not considered employees of University for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. Students are considered members of Site's "workforce" for purposes of HIPAA compliance.

V. INSURANCE

- A. University Insurance. University shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by University's employees. Coverage under such professional and commercial general liability insurance shall be not less than one million dollars (\$1,000,000) for each occurrence and three million dollars (\$3,000,000) in the aggregate. Such coverage shall be obtained from a carrier rated A or better by AM Best or a qualified program of self-insurance. The University shall maintain and provide evidence of workers' compensation and disability coverage as required by law. Insurance shall provide for not less than thirty (30) days notice of cancellation to Site. University shall provide Site with evidence of the insurance required under this paragraph upon

request of the Site. University shall promptly notify Site of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

B. Student Insurance. University shall require that, during the term of each student's clinical rotation, each student shall be covered by comprehensive general liability and professional liability insurance to protect the student, Clinical Site and University against liability arising from any and all negligent acts or incidents caused by the student. Coverage under such insurance shall be with limits not less than \$1 million each claim, \$3 million policy aggregate, on a claims made basis including three (3) years extended reporting period. Evidence of such insurance shall be provided to the Site.

C. Site Insurance. Site shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts that are reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by its employees. Coverage under such professional and commercial general liability insurance shall be not less than one million dollars (\$1,000,000) for each occurrence and three million dollars (\$3,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A or better by AM Best or a qualified program of self-insurance. Insurance shall provide for not less than thirty (30) days notice of cancellation to University. Site shall provide University with evidence of the insurance required under this paragraph upon request of the University. Site shall promptly notify University of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

VI. INDEMNIFICATION.

- A. University agrees to indemnify, defend and hold harmless Site and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney's fees, arising out of or resulting from University's sole negligence, or in proportion to the University's comparative fault.
- B. Site agrees to indemnify, defend, and hold harmless University and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney's fees, arising out of or resulting from Site's sole negligence, or in proportion to the Site's comparative fault.

VII. TERM AND TERMINATION

- A. Term. This Agreement shall be effective as of the date first written above and shall remain in effect for three years.
- B. Renewal. This Agreement may be renewed by mutual agreement.
- C. Termination. This Agreement may be terminated at any time by the written agreement or upon 30 days' advance written notice by one party to the other, PROVIDED, HOWEVER, that in no event shall termination take effect with respect to currently enrolled students, who shall be

permitted to complete their training for any semester in which termination would otherwise occur.

VIII. GENERAL PROVISIONS

- A. Amendments. In order to ensure compliance with HIPAA, the following provisions of this Agreement shall not be subject to amendment by any means during the term of this Agreement or any extensions: Section I, Paragraph E, subdivisions 4.a), 4.b), and 4.c); Section I, Paragraph F, to the extent it provides that students are members of Site's "workforce" for purposes of HIPAA; Section II, Paragraph E; and Section IV. This Agreement may otherwise be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be reduced to writing and signed by the parties.
- B. Assignment. 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.
- C. Attorney's Fees. In the event that any action is brought by either party to enforce or interpret the terms of this Agreement, the prevailing party shall be entitled to recover its costs and reasonable attorney's fees, in addition to such other relief as the court may deem appropriate.
- D. Captions. Captions and headings in this Agreement are solely for the convenience of the parties, are not a part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions.
- E. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute one and the same instrument.
- F. Entire Agreement. This Agreement is the entire agreement between the parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.
- G. Governing Law. The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California.
- H. Notices. Notices required under this Agreement shall be sent to the parties by certified or registered mail, return receipt requested, postage prepaid, at the addresses set forth below.

IX. EXECUTION

By signing below, each of the following represent that they have authority to execute this Agreement and to bind the party on whose behalf their signature is made.

UNIVERSITY

California State University, Northridge
Purchasing & Contract Administration
18111 Nordhoff Street
Northridge, CA 91330-8231
annie.tan@csun.edu

818/677-7172 Fax: 818/677-6544

By: _____
Name: Annie Tan
Title: Buyer III, Purchasing &
Contract Administration or designee
Date: _____

Annette Besnilian, MPH, RD, CLE
CSUN Dietetic Internship Director
818/677-4489

SITE

Culver City Unified School District
Address: 4034 Irving Place
Culver City, CA 90232

Email:
Phone: (310) 842-4220
Fax: _____

By: _____
Name: David LaRose
Title: Superintendent
Date: _____