

## **BOARD MEETING NOTICE AND AGENDA**

### **CULVER CITY UNIFIED SCHOOL DISTRICT Regular Meeting of the Board of Education to "Conduct the District's Business in Public" CLOSED SESSION – 5:30 p.m. OPEN SESSION – 6:00 p.m.**

**Linwood Howe Elementary, Cafetorium  
4100 Irving Place, Culver City, CA 90232**

**December 13, 2011**

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**

Scott Zeidman, Esq., President  
Karlo Silbiger, Vice President  
Katherine Paspalis, Esq., Clerk  
Patricia Siever, Professor, Member  
Steven Gourley, Member

#### **2. PUBLIC COMMENT ON CLOSED SESSION ITEMS**

#### **3. RECESS TO CLOSED SESSION**

3.1 Stipulated Expulsion of Pupil Services Case #04-11-12

3.2 Conference with Labor Negotiator (Pursuant to GC §54957.6)  
Agency Designated Representatives: Leslie Lockhart, Director of Human Resources; Ali Delawalla, Assistant Superintendent Business Services  
Employee Organizations: Culver City Federation of Teachers (CCFT) and Association of Classified Employees (ACE)

- 3.3 Conference with Legal Counsel – Anticipated Litigation (Significant exposure to litigation pursuant to subdivision (b)(1) and (b)(3)(C) of GC §54956.9)  
(1 Potential Case)
- 3.4 Conference Involving a Joint Powers Agency: City of Culver City and Culver City Unified School District (Pursuant to GC §54956.96)  
Discussion will concern: Joint Use Agreement  
CCUSD Representative: Ali Delawalla, Assistant Superintendent of Business Services
- 3.5 Public Appointment/Employment (Pursuant to GC §54947)  
Certificated Personnel Services Report No. 9  
Classified Personnel Services Report No. 9

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 6:00 p.m.**

5.1 Roll Call – Board of Trustees  
Scott Zeidman, Esq., President  
Karlo Silbiger, Vice President  
Katherine Paspalis, Esq., Clerk  
Patricia Siever, Professor, Member  
Steven Gourley, Member

5.2 Flag Salute

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

7. **PUBLIC HEARING** - None

8. **ADOPTION OF AGENDA**

Recommendation is made that the agenda be adopted as submitted.

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_

Vote \_\_\_\_\_

9. **CONSENT AGENDA**

All matters listed under the Consent Agenda are those on which the Board has previously deliberated or that can be classified as routine items of business. An Administrative Recommendation on each item is contained in the agenda supplements. There will be no separate discussions of these items prior to the time the Board of Trustees votes on the motion unless members of the Board, staff, or public request specific items to be discussed or pulled from the Consent Items.

- 9.1 Approval is Recommended for the Minutes of Regular Meeting – November 22, 2011
- 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. 9
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 9
- 9.6 Acceptance of Enrollment Report
- 9.7 Acceptance of the Compensation Report of the Members of the Board of Education
- 9.8 Approval is Recommended for the Rotary Youth Leadership Assembly Overnight Field Trip for CCHS Students in Lake Arrowhead, California, April 27-29, 2012
- 9.9 Approval is Recommended for the Local Educational Agency Plan Addendum under the No Child Left Behind Act of 2001
- 9.10 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

**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 Presentation of the First Interim Report for 2011-12

**13. RECESS (10 Minutes)**

14. **ACTION ITEMS**

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

14.1 **Superintendent's Items - None**

14.2 **Education Services Items**

14.2a Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #04-11-12

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.3 **Business Items**

14.3a Approval is Recommended for the Certification of the First Interim Report for 2011-12

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.3b Approval is Recommended for the Certification of Signatures

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.3c Approval is Recommended for the Extension of Joint Use Agreement between the City of Culver City and Culver City Unified School District

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.4 **Personnel Items**

14.4a Approval is Recommended for the 2012-2013 School Year Calendar

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.4b Approval is Recommended for Resolution #7-2011/2012, Catastrophic Leave for Certificated Employee (High School Teacher)

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

15. **BOARD BUSINESS**

15.1 Oath of Office for Incoming Board Members

15.2 Annual Governing Board Organization Meeting – *(Pursuant to Ed. Code 35143)*

16. **ADJOURNMENT**

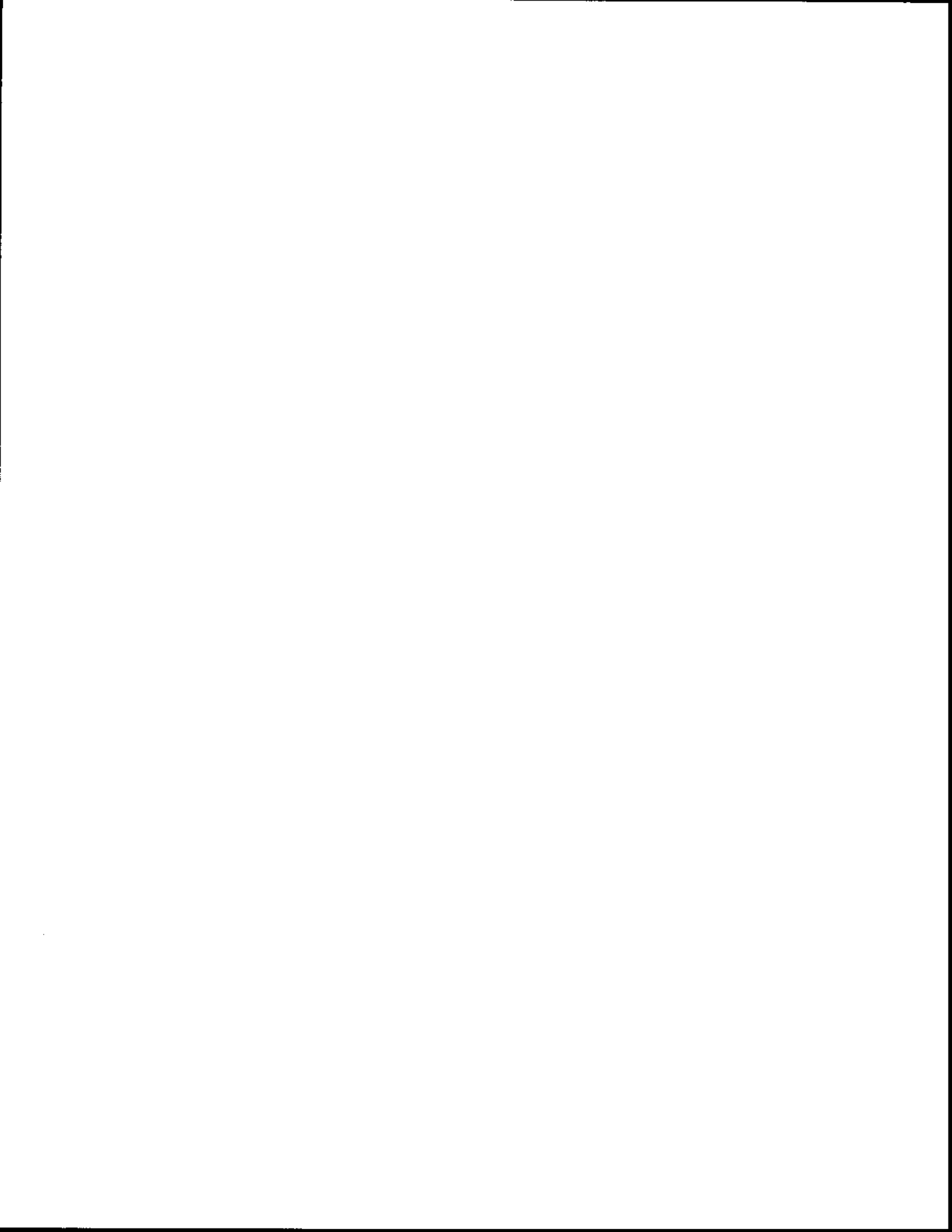
Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

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

**FUTURE MEETINGS**

January 24 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), City Hall (Chambers), 9770 Culver Blvd.  
February 14 - 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](http://www.ccusd.org). Each school office has a suggestion box. We look forward to receiving your comments and suggestions.



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

<b>Meeting:</b>	<b><u>Regular Meeting</u></b>	<b>Date:</b>	<b><u>November 22, 2011</u></b>
<b>Place:</b>	<b><u>City Hall (Mike Balkman Chambers) 9770 Culver Boulevard Culver City 90232</u></b>	<b>Time:</b>	<b><u>6:00 p.m. – Public Meeting 6:01 p.m. – Closed Session 7:00 p.m. – Public Meeting</u></b>

**Board Members Present**

**Scott Zeidman, Esq., President**  
**Karlo Silbiger, Vice President**  
**Katherine Paspalis, Esq., Clerk**  
**Patricia Siever, Professor, Member**  
**Steven Gourley, Member**

**Staff Members Present**

**Patricia W. Jaffe, Superintendent**  
**Ali Delawalla**  
**Eileen Carroll**

**Call to Order**

Board President Mr. Zeidman called the meeting of the Culver City Unified School District Board of Education to order at 6:00 p.m. The Board adjourned to Closed Session at 6:01 p.m. and reconvened the public meeting at 7:00 p.m. with all Board members in attendance. Mr. Alan Corlin led the Pledge of Allegiance.

**Report from Closed Session**

Mr. Zeidman 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.

**8. Adoption of Agenda**

Mr. Zeidman suggested moving items 12.1 and 12.2 to follow item 10.1; and moving item 15.2 up on the agenda combining it with 14.3a. He also suggested pulling item 14.1a for further review and bringing it back to a future meeting. Mr. Silbiger stated he was fine with the amendment as long as we get a timeline for bringing item 14.1a back since it has been postponed a few times. Mrs. Jaffe stated it would come back the first meeting in January. It was moved by Mr. Gourley and seconded by Ms. Siever to adopt the November 22, 2011 agenda as amended. The motion was unanimously approved.

**9. Consent Agenda**

Mr. Zeidman called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. Casey Chabola requested that item 9.4 be withdrawn. Ms. Siever requested that item 9.2 be withdrawn. It was moved by Mr. Gourley and seconded by Ms. Siever to approve Consent Agenda Items 9.1, 9.3, and 9.5 – 9.7 as presented. The motion was unanimously approved.

9.1 Minutes of Regular Meeting – November 8, 2011

9.3 Acceptance of Gifts – Donations

9.5 Classified Personnel Reports No. 8

9.6 Culver City Middle School Cheerleading Team to Attend the Jamz Cheerleading National Competition in Las Vegas, Nevada, February 24, 2012

9.7 Disposal of Surplus Equipment

**9.2 Approval is Recommended for Purchase Orders and Warrants**

Ms. Siever requested this item be withdrawn to inquire about the Purchase Orders 57998, 58003, and 58004. Mr. Delawalla stated that the charges for the Center Theatre Group are for a consultant for AVPA; the second PO is for the consultant for the music program and \$44,000 is paid for by the Education Foundation and the rest are paid for by the PTA. Ms. Siever would like to see the line items identify if it is a “consultant” so the Board can see how much per quarter is paid to consultants. Mr. Delawalla will have to follow-up to see how he can clarify the line items for Ms. Siever’s request.

**9.4 Approval is Recommended for the Certificated Personnel Reports No. 8**

Mr. Chabola withdrew this item to inquire about the extra assignment for Farragut Elementary. He wanted to know if the report was showing a typographical error. Mrs. Lockhart stated it was not a typographical error because these were the people on the list for the afterschool tutoring.

It was moved by Ms. Siever and seconded by Mr. Gourley that the Board approve items 9.2 and 9.4 as presented. The motion was unanimously approved.

**10. Awards, Recognitions and Presentations**

**10.1 Presentation to the Rotary Club**

Mrs. Jaffe spoke about some of the contributions that the Rotary Club has made to the District. A Certificate of Appreciation was presented to Ann Murakami, Rotary President.

**12. Information Items**

**12.1 Presentation by Citizens' Oversight Committee**

Crystal Alexander spoke about the audit review and stated that the committee had a favorable review with only one minor finding. She also thanked James Harris for his assistance. Janet Chabola stated that the District needs to be accountable to the City and gave her recommendations. Ms. Siever thanked Ms. Alexander for her presentation and stated that she was happy Ms. Alexander responded to some of the previous questions that she had about projected outcomes. Mr. Silbiger asked how the audit firm was selected, and wondered if it would be beneficial to have a separate auditor for the Measure EE funds. Mr. Delawalla stated that the auditing firms are selected every three years, and that this firm was hired in 2009. He also informed it would probably be more expensive to hire a separate auditor for the parcel tax funds. Ms. Paspalis and Mr. Gourley also thanked Ms. Alexander for her presentation.

**12.2 Presentation by Legal Firm Dannis Woliver Kelley Regarding Architect Letter to CCUSD**

Mr. Zeidman turned this item over to Mr. Gourley as he was the one who raised the issue of contracting out without a bid. Mr. Santana from the legal firm explained the process of bidding out for architect services and explained that the architect that the District was looking to hire has worked with the District for over nine years. The original bidding for the projects the District is moving forward with were done approximately nine years ago, but there is no original bid on file. Mr. Santana further explained that it was not out of the norm for this to happen and that usually when a District finds an architect that works well with them, they stay with that architect. Gary Silbiger felt it is extremely important to have an open bid. He also felt there was another issue of the Brown Act. Gary Silbiger stated that on the last agenda it was not clearly stated what the item was in regards to the contract. Scott McVarish stated that he was going to help interpret what the District's attorney said. He provided additional information on the bidding process and contracting out. Mrs. Jaffe stated that she spoke with the District's previous Superintendent, Dr. Laura McGaughey, for some background information on the modernization money and projects that were done. Mrs. Jaffe stated that Westberg and White have completed several projects with the District. Mrs. Jaffe also spoke with the previous Assistant Superintendent of Business Services that was employed with the District at the time that some of the projects were done. Karlo Silbiger stated that the law exists for a specific reason, and he is worried that the RFQ is unobtainable after nine years. He stated that it was very troubling that no RFQ could be found and how do we know that it was ever done. Mr. Santana stated that it was his understanding that the District has done other recent projects with the firm so he assumes that the firm has done good work. Karlo Silbiger stated additional concerns, one of which was that it was not done in an open process and he stated he was not aware that the process was done. Ms. Siever asked what percentage of instances has Mr. Santana seen where there is a gap of several years after an RFQ is done. Mr. Santana stated it is common practice and that most school districts will stay with the same architect. Mr. Gourley agreed with some parts that both Gary and Karlo Silbiger stated in the sense that it could have been more transparent. Mr. Gourley stated he does not know these architects or projects that they have done since he has been on the Board. He is concerned that if the Board withdraws from the project that there will be possible litigation. He stated that he has also seen the bidding process taken to the extreme and he shared a story about when he worked at the DMV as an example. Board members thanked Mr. Santana for coming to the meeting.



**11. Public Recognition**

**11.1 Superintendent's Report**

Mrs. Jaffe thanked Marla Wolkowitz and Barbara Honig for setting up the meeting with the representatives from Iksan, South Korea, Culver City's Sister City. Mrs. Jaffe also thanked Mr. Zeidman and Mr. Gourley for their commitment to the District, and read some of their accomplishments during their term.

**11.2 Assistant Superintendents' Reports**

Mr. Delawalla reported that he is in the process of working on the First Interim Report to bring to the next Board meeting.

**11.3 Student Representatives' Reports**

**Middle School Student Representative**

Kaelyn Gsellman, Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including ASB not having a meeting and their budget for the Halloween events; the Winter O'Grams going on sale soon; an upcoming visit from Santa Claus to the middle school and the cost of pictures will be three dollars; and KK Audio Ink donated new speakers and P.A. system to the school.

**Culver Park Student Representative**

Jessica Delgado, Culver Park High School Student Representative, reported on activities at Culver Park High School, including student council collecting toys for Toys for Tots; collecting cell phones for soldiers; and students designing school spirit wear.

**Culver City High School Student Representative/Student Board Member**

Eliud Evans, Student Board Member, reported on activities at Culver City High School, including the Winter Formal event returning in two weeks; a fashion show that took place during lunch time; the visitors from Iksan, South Korea came to ASB and sang for them; and provided a sports update on the teams at the high school.

**11.4 Members of the Audience**

Members of the audience spoke about:

- Amanda Copeland stated that she has been trying to get records under the Public Records Act. She also requested copies of the paid and unpaid bills for the District's attorneys that have been sent to the District, and asked when she will receive the records. Mrs. Jaffe said she would look into it.
- David Mielke thanked Mr. Zeidman and Mr. Gourley for their service and encouraged them to stay involved with the District. Mr. Mielke provided an update on the union bargaining and the calendar.
- Aileen Zeidman thanked Mr. Gourley for his hard work on the Board, and stated he has always been a driving force. She thanked him for being a mentor to her husband and for his tireless efforts.
- Jamie Wallace stated that we have some of the best teachers and staff. She thanked the Board for reducing the number of permits at the middle school. Ms. Wallace thanked Mr. Zeidman for handling issues intelligently and with much thought. She asked the new Board to please keep the pace that this has set.
- Jerry Chabola thanked Mr. Zeidman and Mr. Gourley for their time and effort that they give to the students. He spoke from the heart in saying that he respects Mr. Zeidman for how much he has done.
- Councilman Jeff Cooper wished everyone a Happy Thanksgiving. He stated that he is thankful for the work that this Board has done in the past two years, including keeping permits down. He thanked Mr. Gourley and he appreciates his friendship. Mr. Cooper stated that Mr. Zeidman has become a good friend and he appreciated all that he has done.

**11.5 Members of the Board**

Board Members spoke about:

- Mr. Silbiger stated that he attended the Athletic Complex meeting and wished it could have been a little more like the meeting for Robert Frost. He introduced Daisy who is a student at West L.A. College and will be assisting him. Mr. Silbiger thanked Mr. Zeidman and Mr. Gourley for their work and their great leadership. He wanted to highlight effective communication which both Mr. Gourley and Mr. Zeidman exemplify. He also appreciates the accessibility that Mr. Zeidman provided.

- Ms. Siever reported that she attended the Sister City Committee Dinner and stated it was a wonderful experience. She suggested to Daisy that she take her History Class. She addressed Mr. Gourley by saying that they had some lively discussions and she appreciates that. She addressed Mr. Zeidman by stating that he is a wonderful human being and has been one of the best Board Chairs.
- Ms. Paspalis wished everyone a Happy Thanksgiving. She thanked Mr. Delawalla for all of his hard work and for working on the reserves money so well that the District was able to take back furlough days. She went to the Athletic Field presentation and it was great. She felt it was very useful for the community. Ms. Paspalis thanked Mr. Zeidman and Mr. Gourley for their help and friendship.
- Mr. Gourley stated that the night's reception is the precise reason this meeting would be his last meeting. He feels that the old Board members should not be present when the new Board members come in so that they can have their moment. He hopes that Nancy Goldberg will have his seat at the Board table in the Board Room at the District. He is very happy to continue participating with the Mock Trial Program. Mr. Gourley commented that it was not an easy job to be a Board member, and spoke about the difficulties he experienced with the previous Superintendent Dr. Coté. He also explained why he always votes no on the Valenzuela item which states whether or not there are any students over 20 in the District. He feels the school system is bogged down with paperwork. He read the District's Mission Statement and stated that the one thing he hopes that he has created is integrity. Regarding civility, he stated that we have seen a paranoid schizophrenic attack both him and Mr. Zeidman from the podium and the "village idiot" who did not win this school board election, and that currently there is someone who is complaining against one of the best teachers stating that the teacher is racist. Regarding the Natatorium, Mr. Gourley stated that it should be torn down and whatever building goes up, the District Office should be moved to the site to be right by the teachers so everyone works together. He does not like the way the teachers refer to administration and staff as the "Irving Place People" or "Those People on Irving Place." Then he suggested leasing out the land by downtown Culver City. Mr. Gourley thanked staff that we currently have and he stated that he did not see a change until the last Superintendent was gone. He is sorry that Dr. Coté did not have the same vision for the District as the Board. He also thanked Todd Johnson as the Chair for the Environmental Sustainability Committee.
- Mr. Zeidman stated he thought he would run for the Board because he did not like the direction our schools were going. He spoke about his first meeting with Mr. Gourley, and stated that the accomplishments were of the Board. Mr. Zeidman commented that Mr. Gourley was instrumental with his persistence, knowledge and expertise. He spoke about how Mr. Gourley was key in the caps on enrollment; the Anti-Bullying Task Force; the extension of the Immersion Program; the capital improvement money and the push to spend it. Mr. Zeidman thanked all of the administration for all of their hard work.

### 13. Recess

The Board recessed at 8:45 p.m. and reconvened at 9:12 p.m.

### 14. Action Items

#### 14.1 Superintendent's Items

##### 14.1a Third Reading and Approval of Board Bylaw 9320, Meeting Conduct

This item was pulled from the agenda.

##### 14.1b Appointment of One Member to the Citizens' Oversight Committee

Board members made their selections of the new member. After selections it was down to three applicants: Michael Arena, George Laase, and Linda Rosenberg. After another round of selections the final selection was Michael Arena. It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board appoint Mr. Michael Arena as the newest member to the Citizens' Oversight Committee. The motion was unanimously approved.

#### 14.2 Education Services Items

##### 14.2a Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #02-11-12

It was moved by Ms. Siever and seconded by Mr. Gourley that the Board approve the stipulated expulsion of Case #02-11-12 until November 22, 2012 and that the student be referred to a Community Day School as presented. The motion was unanimously approved.

**14.2b Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #03-11-12**

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve the stipulated expulsion of Case #03-11-12 through November 22, 2012 and that the student be referred to a Community Day School as presented. The motion was unanimously approved.

**14.3 Business Services Items**

Mr. Zeidman decided to combine item 14.3a with the Board Business item 15.2

**14.3a Approval is Recommended for Capital Projects and**

**15.2 Discussion and Direction Regarding the Process and Communication for Future Capital Projects**

Mr. Zeidman had Ms. Paspalis read the statements that were submitted by Paula Clarkson, Kim Feinberg and Kathy Fukinanga. Nancy Goldberg read a letter from Andy Alexander in support of not passing the present proposal for capital projects. Jim Province thanked Mr. Zeidman and Mr. Gourley for their contributions. He urged the Board to get all the information needed before approving the budget for the projects. He wants them to make sure to proceed with caution. Howard Behnken thanked Mr. Zeidman and Mr. Gourley for their work. He spoke on behalf of the ACE – Community. He stated their concerns are that the Board does not have all of the necessary information and asked the Board to vote no. Sarah Dry commented on the modernization funds. She stated that they heard the funds could also be used for solar, and urged the Board to vote no. Jenny Manriquez commented on the scope of the work. She stated that there has been no connection between the scope of the work and the projects. Ms. Manriquez stated that until there is a detailed statement she thinks it would be irresponsible for the Board to approve. Jim Frohna spoke about his focus which is on the Robert Frost Auditorium, and he spoke about the other improvements. Susan Collins thanked Mr. Gourley and Mr. Zeidman for their work on the Board. She introduced Mr. Jamil Soucar who is in Construction Management. She stated the real art to this item is the way the motion is written. She does not think the community or the Board has enough specifics to vote. Mr. Soucar stated that he looked at the scope of the work and provided the Board with examples of other places that have done similar projects. He feels the Board would be paying too much for the project and provided some suggestions. Rania Daily thanked the Board for the meeting with the architects. She stated that after speaking with one of the architects she thinks that there could also be a water issue. She further explained the possible issues with the water drainage having a synthetic field. She does not feel the Board should vote on the projects at this time. Meghan Sahli-Wells stated the Board has a room of intelligent people raising red flags. She thinks there could be other environmental issues that need to be addressed before approving the projects. Todd Johnson thanked Mr. Zeidman and Mr. Gourley for the years of service. Ken Browning thanked Mr. Gourley and Mr. Zeidman for their service. He is not in support of the Board approving the capital improvements at this time and told everyone they should ask themselves if they have questions. If so, it is not the time to approve. Ken Palmer stated his concerns about a change in use of the field with the renovations. He thinks the improvements are great, but there are traffic issues on Harter. He also questioned the 4<sup>th</sup> of July activities that normally take place if there is synthetic turf. Tom Crump stated he is concerned about the adversarial feelings at the meetings. He is in support of the projects. Christine Tilman commented that not every child is good in curriculum and sports have been there for them. She gave examples of professional athletes that worked through their learning disabilities. She spoke in support of the athletic field. Rick Prieto stated that the facilities are in much need of improvements. He stated that the bleachers are the same as when he moved here in 1969. He is in support of the athletic complex improvements. Rebecca Garcia-Prieto spoke about how she attended the schools in Culver City and is in support of the athletic field capital improvements. Dr. Luther Henderson spoke in favor of moving forward with the projects. He stated that the improvements have been discussed for many years and recommends moving on with them. Scott McVarish thanked the Superintendent and the Chair for finally spending the money. He stated you have great staff and they need to be accountable. He told the Board they need to direct staff to provide more detailed information on the costs of each project. Jon Barton stated that the budget does not make sense. He asked to put off the budget, but he thinks that everyone is in support of the improvements. The budget needs work. Janet Chabola stated that the projects have been discussed since the 1990s when there was

Measure T. She gave the history of these were the last projects that remained from years ago when CBAC had a list of improvements for the District. All the improvements were done except for these last items. She spoke in support in the athletic field capital improvements. Jerry Chabola stated that these four projects needed to be done. He said he counted 175 cars on the black top when four different activities were taking place. He also confirmed that several of the coaches had input on the field as did the students. Mr. Silbiger stated he was a little unclear about the motion. He was not sure if the Board was voting on the projects, or including the budget. Mr. Delawalla stated the vote would be to approve the projects. Mr. Silbiger stated if there was in interest by the Board he would like to separate the motions. The Board agreed. Mr. Silbiger stated he would be supporting the first part of the vote for the projects, but he has concerns about the budget. Mr. Silbiger felt that the process could have possibly been further along. He stated that on February 15<sup>th</sup> the Board decided on the projects. Had there been the community meetings, and staff sat down and pushed through some of the process, we could be further along and voting on a budget tonight. It was moved by Mr. Gourley and seconded by Mr. Gourley to approve Capital Projects. The motion was unanimously approved. It was moved by Mr. Gourley and seconded by Ms. Paspalis to approve the budget for the projects for the purposes of discussion. Mr. Silbiger said there are few things that he requested which were 1) The Board needs information to approve the budget, 2) Information on State Modernization Grants, and 3) Information on the two State funding sources such as if they will still be available. Without that information, he feels the Board should not vote on a budget. Mr. Gourley stated he has some of the same concerns. He thinks approving the budget and then trying to undo it will make the project longer. Ms. Paspalis spoke about how long the topic of improvements has been discussed. She brought her file in and showed the audience how thick the file was. Ms. Paspalis is ready to move forward. Ms. Siever stated that her main concern is about the students and their safety. She will be voting yes. Mr. Silbiger would like to make substitute motion. Further discussion ensued. Mr. Zeidman clarified what the motion should be. It was moved by Mr. Silbiger and seconded by Ms. Siever to approve the budget as listed, however, if we do not find funding outside of the original \$2.3 million allocated than another \$1.5 million will be allocated for solar paneling.

#### **14.4 Personnel Items**

##### **14.4a Second Reading and Approval of Revised Administrative Regulation 4032, Reasonable Accommodation**

It was moved by Ms. Paspalis and seconded by Mr. Silbiger that the Board approve the Revised Administrative Regulation 4032, Reasonable Accommodation as presented. The motion was unanimously approved.

##### **14.4b Approval is Recommended for the 2012/2013 School Year Calendar**

Jerry Chabola asked to start the school year sometime in August since CIF has changed the start dates. He stated there are teachers at the high school that are not happy with these dates. Mr. Chabola also commented on the start dates for schools surrounding the District and the conflicts that may arise. Rachel Snyder talked about the calendar and felt there needed to be a better dialogue. Mr. Zeidman said he cannot approve this calendar. He said the calendars are not about the students. He said they are about a small group of individuals that are more concerned about their vacation times. Mr. Gourley thanked Ms. Snyder for staying so late. He said what he was hearing was that she was not being heard by her union. Mr. Mielke explained how the Calendar Committee came to be, and how the process works. Liz Kinnon asked if anyone surveyed the kids. Eric Mitchell commented that students were not surveyed. Further discussion ensued. The Board agreed that staff should have another discussion on the calendar and bring it back to the Board for approval.

#### **15. Board Business**

##### **15.1 Discussion and Direction Regarding Possible Special Board Meeting in December**

The Board decided no additional meeting was necessary.

##### **Adjournment**

There being no further business, it was moved by Mr. Gourley, seconded by Ms. Paspalis and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 10:45 p.m.

Approved: \_\_\_\_\_  
Board President

\_\_\_\_\_  
Superintendent

On: \_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary



## BOARD REPORT

12/13/11

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 November 12, 2011 through December 2, 2011 is \$307,742.93.

### 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 November 12, 2011 through December 2, 2011 in the amount of \$307,742.93 be ratified by the Board of Education.

**Moved by:**

**Seconded by:**

**Vote:**

Board List Purchase Order Report  
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Change	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
11/16/11	11040701	C			11/16/2011	THE ACME NETWORK	MEMBERSHIPS	Culver City High School	01.0	90127.0	11100	10000	5310	4010000	4,000.00	4,000.00
					11/16/2011	THE ACME NETWORK										
12/02/11	120101	A			12/02/2011	CDW-G	SOFTWARE	Culver City High School	01.0	90127.0	11100	10000	4310	4010000	765.99	765.99
					12/02/2011	CDW-G										
12/02/11	120106	A			12/02/2011	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP	Culver City High School	01.0	90127.0	11100	10000	4410	4010000	2,285.48	2,285.48
					12/02/2011	DELL COMPUTER CORP.										
12/02/11	120106A	A			12/02/2011	CDW-G	AUDIOVISUAL SUPP/EQUIP	Culver City High School	01.0	90127.0	11100	10000	4410	4010000	930.32	930.32
					12/02/2011	CDW-G										
12/02/11	120108	A			12/02/2011	SCHULMERICH BELLS	MUSICAL INSTRUMENTS/SUPP	Farragut Elementary	01.0	90127.0	11100	10000	4400	2050000	2,100.24	2,100.24
					12/02/2011	SCHULMERICH BELLS										
11/17/11	57618	A			11/17/2011	INCLUSIVE EDUCATION &	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	41,012.40	41,012.40
					11/17/2011	INCLUSIVE EDUCATION &										
11/15/11	57717M	A			11/15/2011	ONE STOP ROOTER & PLUMBING	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040	400.00	400.00
					11/15/2011	ONE STOP ROOTER & PLUMBING										
11/28/11	57718M	C			11/28/2011	SOUTH BAY LANDSCAPING INC.	CONTRACT SERVICES RENDERED	Grounds	01.0	00000.0	00000	82000	5810	0005043	3,200.00	3,200.00
					11/28/2011	SOUTH BAY LANDSCAPING INC.										
11/28/11	57719M	A			11/28/2011	TANDUS FLOORING, INC.	CARPETS	Office of Child Development	12.0	90284.0	85000	10000	4390	0000002	4,888.16	4,888.16
					11/28/2011	TANDUS FLOORING, INC.										
11/30/11	57721M	A			11/30/2011	COX PAINT CENTER	MISCELLANEOUS	Culver City High School	01.0	00000.0	16001	00000	4350	4010000	107.56	107.56
					11/30/2011	COX PAINT CENTER										





**Board List Purchase Order Report  
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District: 64444

Purchase Orders/Buyouts To The Board for Ratification From: 11/12/2011 To 12/2/2011  
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.Lo	Distrib Amount	PO Amt
11/15/11	58091	A		11/15/2011	TEACHERS' DISCOUNT	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	90284.0	85000	10000	4310	0000002	163.84	
				11/15/2011		TEACHERS' DISCOUNT								163.84	
11/15/11	58092	C		11/15/2011	AMANDA COPELAND	CONTRACT SERVICES RENDERED	Special Education	01.0	33100.0	57500	39000	5890	0004040	2,390.00	
				11/15/2011		AMANDA COPELAND								2,390.00	
11/16/11	58093	A		11/16/2011	BUDDY'S ALL STARS, INC.	OFFICE SUPPLIES	Undistributed ROP	01.0	96352.0	71100	10000	4310	0000000	383.44	
				11/16/2011										383.44	
11/16/11	58094	A		11/16/2011	REDWOOD PRESS	OFFICE SUPPLIES	Undistributed FS	13.0	53100.0	00000	37000	4350	0000000	1,792.21	
				11/16/2011										1,792.21	
11/16/11	58095	A		11/16/2011	REDWOOD PRESS	OFFICE SUPPLIES	Undistributed FS	13.0	53100.0	00000	37000	4350	0000000	973.32	
				11/16/2011										973.32	
11/16/11	58096	A		11/16/2011	TEACHER'S DISCOVERY	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58200.0	11100	10000	4310	0004030	156.54	
				11/16/2011										156.54	
11/16/11	58097	A		11/16/2011	SOUTHWEST OFFSET PRINTING	ADVERTISING	Adult School	11.0	90137.0	41100	27000	5830	0000010	11,748.15	
				11/16/2011										11,748.15	
11/16/11	58098	A		11/16/2011	U.S. POSTAL SERVICE	COMMUNICATION SUPP/EQUIP	Adult School	11.0	90137.0	41100	27000	5910	0000010	4,200.00	
				11/16/2011										4,200.00	
11/17/11	58099	A		11/17/2011	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	50253.0	85000	10000	4410	0000002	675.04	
				11/17/2011										675.04	
11/17/11	58101	A		11/17/2011	LAKESHORE LEARNING	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	50253.0	85000	10000	4310	0000002	122.51	
				11/17/2011										122.51	

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Board List Purchase Order Report  
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
11/17/11	58102	A		11/17/2011	TEACHERS' DISCOUNT	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	50253.0	85000	10000	4310	00000002	424.91	122.51
11/17/2011	58102					TEACHERS' DISCOUNT								424.91	
11/21/11	58103	A		11/21/2011	TERRY J. TIBBETTS	CONTRACTED SERVICES	Undistributed SELPA	10.0	65000.0	50010	22000	5850	00000000	5,000.00	5,000.00
11/21/2011	58103					TERRY J. TIBBETTS								5,000.00	
11/21/11	58104	A		11/21/2011	TOLEDO P.E. SUPPLY CO.	INSTRUCTIONAL SUPPLIES	Culver City Middle School	01.0	00000.0	16002	10000	4310	30100000	214.35	214.35
11/21/2011	58104					TOLEDO P.E. SUPPLY CO.								214.35	
11/18/11	58105	A		11/18/2011	RELIABLE ICE EQUIPMENT, INC.	REPAIRS - OTHER	Undistributed FS	13.0	53100.0	00000	37000	5630	00000000	297.90	297.90
11/18/2011	58105					RELIABLE ICE EQUIPMENT, INC.								297.90	
11/18/11	58106	A		11/18/2011	LIGHTSPEED TECHNOLOGIES, INC.	INSTRUCTIONAL SUPPLIES	Undistributed SELPA	01.7	65000.0	50010	22000	4310	00000000	1,225.21	1,225.21
11/18/2011	58106					LIGHTSPEED TECHNOLOGIES, INC.								1,225.21	
11/22/11	58107	A		11/28/2011	SOUTHERN CALIFORNIA EDISON	MISCELLANEOUS	Undistributed BUS SVCS	01.0	00000.0	00000	00000	9343	00000000	20,000.00	20,000.00
11/22/2011	58107					SOUTHERN CALIFORNIA EDISON								20,000.00	
11/28/11	58108	A		11/29/2011	WESTBERG + WHITE, INC.	ARCHITECTURAL SERVICES	Undistributed BUS SVCS	21.0	00000.0	00000	85000	6210	00000000	81,953.00	81,953.00
11/28/2011	58108					WESTBERG + WHITE, INC.								81,953.00	
11/22/11	58109	A		11/22/2011	CDW-G	COMPUTER SUPP/EQUIP	Technology	01.0	00000.0	00000	77000	4410	0005020	1,906.50	1,906.50
11/22/2011	58109					CDW-G								1,906.50	
11/28/11	58110	A		11/28/2011	THE LATINO FAMILY LITERACY PROJECT	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	42030.0	11100	10000	4310	40100000	506.66	506.66
11/28/2011	58110					THE LATINO FAMILY LITERACY PROJECT								506.66	
11/29/11	58111	C		11/29/2011	CALIFORNIA LEAGUE OF SCHOOLS	CONFERENCE AND TRAVEL	Culver City Middle School	01.0	30100.0	00000	27000	5220	30100000	916.00	916.00
11/29/2011	58111					CALIFORNIA LEAGUE OF SCHOOLS								916.00	

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Report ID: LAPO009C  
 District: 64444

Purchase Orders/Buyouts To The Board for Ratification From: 11/12/2011 To 12/2/2011

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

PO Date	PO #	Stat	Change Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
11/29/2011			58111			CALIFORNIA LEAGUE OF SCHOOLS								916.00	
11/28/11	58112	A		11/28/2011	LOGICAL CHOICE TECHNOLOGIES	OFFICE SUPPLIES	EI Marino	01.0	00000.0	00000	27000	4350	2030001	227.37	
11/28/2011			58112			LOGICAL CHOICE TECHNOLOGIES								227.37	
11/28/11	58113	A	1	11/29/2011	OFFICE DEPOT	OFFICE SUPPLIES	EI Marino	01.0	00000.0	00000	27000	4350	2030001	181.53	
11/28/2011			58113			OFFICE DEPOT								181.53	
11/28/11	58114	A		11/28/2011	SYSTEM ONE BUSINESS	OFFICE SUPPLIES	EI Marino	01.0	00000.0	00000	27000	4350	2030001	456.75	
11/28/2011			58114			SYSTEM ONE BUSINESS PRODUCTS, INC.								456.75	
11/28/11	58115	A		11/28/2011	MEDICAL DEVICE DEPOT, INC.	INSTRUCTIONAL SUPPLIES	Undistributed SELPA	01.7	65000.0	50010	22000	4310	0000000	195.55	
11/28/2011			58115			MEDICAL DEVICE DEPOT, INC.								195.55	
11/28/11	58116	A		11/28/2011	NEW MANAGEMENT, INC.	CONTRACTED SERVICES	Special Projects	01.0	40350.0	11100	10000	5850	0004030	722.40	
11/28/2011			58116			NEW MANAGEMENT, INC.								722.40	
11/28/11	58117	A		11/28/2011	LACOE	CONFERENCE AND TRAVEL	Special Projects	01.0	40350.0	11100	10000	5220	0004030	550.00	
11/28/2011			58117			LACOE								550.00	
11/28/11	58118	A		11/28/2011	LASERCARE	REPAIRS - OFFICE EQUIPMENT	High School	01.0	00000.0	00000	27000	5630	4010001	181.79	
11/28/2011			58118			LASERCARE								181.79	
11/28/11	58119	A		11/28/2011	RIFTON PRODUCTS LLC	INSTRUCTIONAL SUPPLIES	Undistributed SELPA	01.7	65000.0	50010	22000	4310	0000000	1,317.23	
11/28/2011			58119			RIFTON PRODUCTS LLC								1,317.23	
11/28/11	58120	A		11/28/2011	RIFTON PRODUCTS LLC	INSTRUCTIONAL SUPPLIES	Undistributed SELPA	01.7	65000.0	50010	22000	4310	0000000	766.69	
11/28/2011			58120			RIFTON PRODUCTS LLC								766.69	
11/28/11	58121	A		11/28/2011	FAGEN FRIEDMAN & FULLFROST, LLP	LEGAL SERVICES	Business Services	01.0	00000.0	00000	73000	5820	0005000	26.00	

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District: 64444

Purchase Orders/Buyouts To The Board for Ratification From: 11/12/2011 To 12/2/2011  
Purchase Orders/Buyouts In Excess of \$1,000 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
11/28/11	58122	C		11/28/2011	THINKING MAPS, INC.	CONTRACT SERVICES RENDERED	58121	01.0	58100.0	00000	21000	5810	0004030	1,500.00	26.00
				11/28/2011		THINKING MAPS, INC.	58122							1,500.00	
11/29/11	58123	A		11/29/2011	AMAZON.COM	OFFICE SUPPLIES	58123	01.0	65200.0	57700	21000	4350	4010000	163.11	163.11
				11/29/2011		AMAZON.COM	58123							163.11	
12/02/11	58124	A		12/02/2011	CULVER CITY TROPHY CO, INC	OFFICE SUPPLIES	58124	01.0	00000.0	00000	71000	4350	0001000	61.99	61.99
				12/02/2011		CULVER CITY TROPHY CO, INC	58124							61.99	
12/02/11	58125	A		12/02/2011	LOGICAL CHOICE TECHNOLOGIES	INSTRUCTIONAL SUPPLIES	58125	01.0	00000.0	00000	27000	4320	2060001	444.87	444.87
				12/02/2011		LOGICAL CHOICE TECHNOLOGIES	58125							444.87	
12/02/11	58126	A		12/02/2011	A+ EDUCATIONAL CENTERS	CONTRACTED SERVICES	58126	01.0	30100.0	11100	10000	5810	0004030	2,520.51	2,520.51
				12/02/2011		A+ EDUCATIONAL CENTERS	58126							2,520.51	
12/02/11	58127	A		12/02/2011	AAA.ACADEMICS	CONTRACTED SERVICES	58127	01.0	30100.0	11100	10000	5810	0004030	2,520.51	2,520.51
				12/02/2011		AAA.ACADEMICS	58127							2,520.51	
12/02/11	58128	A		12/02/2011	ABC LEARN, INC	CONTRACTED SERVICES	58128	01.0	30100.0	11100	10000	5810	0004030	2,520.51	2,520.51
				12/02/2011		ABC LEARN, INC	58128							2,520.51	
12/02/11	58129	A		12/02/2011	A TREE OF KNOWLEDGE ED	CONTRACTED SERVICES	58129	01.0	30100.0	11100	10000	5810	0004030	2,520.51	2,520.51
				12/02/2011		A TREE OF KNOWLEDGE ED SERVICES, INC.	58129							2,520.51	
12/02/11	58130	A		12/02/2011	AAVANZA	CONTRACTED SERVICES	58130	01.0	30100.0	11100	10000	5810	0004030	2,520.51	2,520.51
				12/02/2011		AAVANZA	58130							2,520.51	
12/02/11	58131	A		12/02/2011	UROK LEARNING INSTITUTE	CONTRACTED SERVICES		01.0	30100.0	11100	10000	5810	0004030	2,520.51	2,520.51

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Purchase Orders/Buyouts To The Board for Ratification From: 11/12/2011 To 12/2/2011  
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Data PO #	Stat	Ord#	Date	Change	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
12/02/11 58132	A	12/02/2011			SYLVAN LEARNING CENTER	CONTRACTED SERVICES	58131	01.0	30100.0	11100	10000	5810	0004030	6,721.36	2,520.51
12/02/11 58133	A	12/02/2011			ARITHMETIC SOLUTIONS, LLC	CONTRACTED SERVICES	58132	01.0	30100.0	11100	10000	5810	0004030	2,520.51	6,721.36
12/02/11 58134	A	12/02/2011			ARRIBA EDUCATION	CONTRACTED SERVICES	58133	01.0	30100.0	11100	10000	5810	0004030	5,041.02	2,520.51
12/02/11 58135	A	12/02/2011			BASIC EDUCATIONAL SERVICES TEAM,	CONTRACTED SERVICES	58134	01.0	30100.0	11100	10000	5810	0004030	2,520.51	2,520.51
12/02/11 58136	A	12/02/2011			BOYER LEARNING CENTER	CONTRACTED SERVICES	58135	01.0	30100.0	11100	10000	5810	0004030	2,520.51	2,520.51
12/01/11 58137	A	12/01/2011			CDW-G	COMPUTER SUPP/EQUIP	58137	01.0	07395.0	11100	10000	4400	4010000	436.63	436.63
12/01/11 58138	A	12/01/2011			CDW-G	COMPUTER SUPP/EQUIP	58138	01.0	30100.0	11100	10000	4410	2060000	1,914.61	1,914.61
12/02/11 58139	A	12/02/2011			CARNEY EDUCATIONAL	CONTRACTED SERVICES	58139	01.0	30100.0	11100	10000	5810	0004030	2,520.51	2,520.51
12/02/11 58140	A	12/02/2011			CALIFORNIA DEPARTMENT OF	BOOKS	58140	01.0	33100.0	50010	21000	4210	0004040	327.98	327.98
12/02/11 58141	A	12/02/2011			DS LEARNING	CONTRACTED SERVICES	58141	01.0	30100.0	11100	10000	5810	0004030	2,520.51	2,520.51

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

Board List Purchase Order Report  
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
12/02/11	58142	A		12/02/2011	ETS EDUCATIONAL AND TUTORIAL	CONTRACTED SERVICES	58141	01.0	30100.0	11100	10000	5810	0004030	2,520.51	2,520.51
				12/02/2011		SPECIAL PROJECTS									
				12/02/2011		DS LEARNING									
12/01/11	58143	A		12/01/2011	KINOKUNIYA BOOKSTORE	INSTRUCTIONAL SUPPLIES	58143	01.0	58100.0	11100	10000	4310	0004030	9.94	9.94
				12/01/2011		KINOKUNIYA BOOKSTORE									
12/02/11	58145	A		12/02/2011	LIN HOWE BOOSTER CLUB	MEMBERSHIPS	58145	01.0	70910.0	11100	10000	5300	2060000	85.00	85.00
				12/02/2011		LIN HOWE BOOSTER CLUB									
12/02/11	58146	A		12/02/2011	MATHNASIUM LLC	CONTRACTED SERVICES	58146	01.0	30100.0	11100	10000	5810	0004030	2,520.51	2,520.51
				12/02/2011		MATHNASIUM LLC									
12/02/11	58147	A		12/02/2011	OXFORD TUTORING, INC.	CONTRACTED SERVICES	58147	01.0	30100.0	11100	10000	5810	0004030	3,360.68	3,360.68
				12/02/2011		OXFORD TUTORING, INC.									
12/02/11	58148	A		12/02/2011	PROFESSIONAL TUTORS OF	CONTRACTED SERVICES	58148	01.0	30100.0	11100	10000	5810	0004030	5,041.02	5,041.02
				12/02/2011		PROFESSIONAL TUTORS OF AMERICA, INC.									
12/02/11	58149	A		12/02/2011	THERAPY IN ACTION	CONTRACT SERVICES RENDERED	58149	01.0	65000.0	57520	11360	5810	0004040	1,435.00	1,435.00
				12/02/2011		THERAPY IN ACTION									
12/01/11	58150	A		12/01/2011	TRANG V. NGUYEN, O.D., F.A.A.O.	CONTRACT SERVICES RENDERED	58150	01.0	65000.0	57700	31500	5890	0004040	275.00	275.00
				12/01/2011		TRANG V. NGUYEN, O.D., F.A.A.O.									
12/02/11	58151	A		12/02/2011	SCANTRON CORPORATION	OFFICE SUPPLIES	58151	01.0	07395.0	00000	27000	4350	4010000	89.76	89.76
				12/02/2011		SCANTRON CORPORATION									
12/02/11	58152	A		12/02/2011	SMART KIDS TUTORING &	CONTRACTED SERVICES	58152	01.0	30100.0	11100	10000	5810	0004030	1,680.34	1,680.34
				12/02/2011		CONTRACTED SERVICES									

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

PO Date	PO #	Stat	Change	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
12/02/11	58153	A			12/02/2011	TOTAL EDUCATION SOLUTIONS	CONTRACTED SERVICES	58152	01.0	30100.0	11100	10000	5810	0004030	1,680.34	1,680.34
SMART KIDS TUTORING & LEARNING CENTER																
12/02/2011							TOTAL EDUCATION SOLUTIONS	58153							1,680.34	
12/02/11	58154	A			12/02/2011	WE CAN	CONTRACTED SERVICES	58154	01.0	30100.0	11100	10000	5810	0004030	10,082.04	10,082.04
WE CAN																
12/02/2011							CONTRACTED SERVICES	58154							10,082.04	
12/02/11	58155	A			12/02/2011	A&E FACTORY SERVICE, LLC	REPAIRS - OTHER		01.0	96352.0	71100	10000	5630	0000000	328.00	328.00
A&E FACTORY SERVICE, LLC																
12/02/2011							REPAIRS - OTHER								328.00	
12/02/11	58157	A			12/02/2011	BRAD AND YULIA MCAFFEE	CONTRACT SERVICES RENDERED	58157	01.0	65000.0	57500	39000	5890	0004040	800.00	800.00
BRAD AND YULIA MCAFFEE																
12/02/2011							CONTRACT SERVICES RENDERED	58157							800.00	

Total by District : 64444      307,742.93      307,742.93

End of Report LAPO009C

**NONPUBLIC SCHOOLS:**  
**CURRENT PERIOD: \$41,012.40**  
**APPROVED YTD: \$3,288,737.55**



## BOARD REPORT

12/13/11

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>
Culver City High School	Jerod Dien Dell flat screen 17" computer monitor
Culver City Adult School	Bill Anderson Lenovo ThinkPad Edge Computer with Windows 7

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

Moved by:

Seconded by:

Vote:



**BOARD REPORT**

**9.4 Financial Implication for Certificated Services Report No. 9**

Total Fiscal Impact per Funding Source:

Education Foundation	\$ 1,640.00
School Improvement	\$ 5,250.00
Title I	\$ 1,050.00

**BOARD REPORT**

**9.4 Certificated Personnel Services Report No. 9**

**I. Authorization and Ratification of Employment**

**A. Substitute Teacher – District Office**

Effective December 14, 2011 at \$125.00 per day, on-call when needed  
Funding Source: General Fund

1. Blake, Nathan
2. Grossman, Allen

**B. Home Teacher – District Office**

Effective December 14, 2011 at \$39.13 per hour, on-call when needed  
Funding Source: General Fund

1. Grossman, Allen

**C. Extra Assignment – La Ballona, Partners in Print Family Literacy Nights**

Revision due to date correction; previously approved on board report #3; 7/26/11  
Effective October 10, 2011 through November 15, 2011 at \$35.00 per hour, not to exceed  
12 hours per teacher  
Funding Source: Education Foundation  
Total Cost: \$1,640.00

- |                    |                   |
|--------------------|-------------------|
| 1. Gomez, Sandra   | 3. Orozco, Joanna |
| 2. Mc Millan, Wade | 4. Warner, Amy    |

**D. Extra Assignment – La Ballona, At Risk Test Preparation**

Effective November 15, 2011 through June 22, 2012 at \$35.00 per hour, not to exceed  
30 hours  
Funding Source: Title I  
Total Cost: \$1,050.00

1. Fineman, Susan (retired)

**E. Extra Assignment - Linwood E. Howe, Homework Help Teacher**

Revision due to assignment correction; previously approved as Before School Successmaker on  
board report #6; 10/25/11  
Effective November 1, 2011 through June 22, 2012 at \$35.00 per hour, not to exceed  
50 hours per teacher  
Funding Source: School Improvement  
Total Cost: \$5,250.00

1. Cowen, Kate
2. De Rojas, Laura
3. Mont, Allison



**BOARD REPORT**

**9.5 Financial Impact for Classified Personnel Services Report No. 9**

Total Funding Fiscal Impact:

Adult School ADA Total:	\$1,089.00
Booster Club Total:	\$6,215.04
Child Development Total:	\$5,567.84
Food Services Total:	\$7,996.65
General Fund Total:	\$942.88
	\$13.85 per hour, as needed
	\$9.25 per hour, as needed
	\$8.00 per hour, as needed
Panther Partners Total:	\$1,680.00

**BOARD REPORT**

**9.5 Classified Personnel Services Report No. 9**

**I. Authorization, Approval & Ratification of Employment**

**A. Instructional Assistants**

1. Icharram, Meera  
Short-Term Instructional Assistant  
Linwood Howe  
3.9 hours per day, school year  
Funding Source: Linwood Howe Booster Club  
Effective December 14, 2011 through  
June 22, 2012  
Range 12 – \$13.28 per hour  
Total Cost: \$6,215.04
2. Rivas, Yamileth  
Substitute Instructional Assistant  
District Office  
Funding Source: General Fund  
Effective December 14, 2011  
Hourly, as needed – \$13.85 per hour
3. Goodwin, Janene  
Instructional Assistant – Adult School  
Adult School – Extra Assignment – ILC  
Not to exceed 2 hours per week  
Funding Source: Adult School – ADA  
Effective November 2, 2011 through  
June 23, 2012  
Range 17 – \$18.15 per hour  
Total Cost: \$1,089.00

**B. Coaches**

1. Bush, William  
Temporary Basketball Coach  
Middle School  
Funding Source: General Fund  
Effective November 16, 2011 through  
February 16, 2012  
Stipend of \$929.00

**C. Noon Duty Supervisors**

1. Gutierrez, Yvonne  
Temporary Noon Duty Supervisor  
Linwood Howe  
Funding Source: General Fund  
Effective November 28, 2011 through  
June 22, 2012  
Hourly, as needed – \$9.25 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 9 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

C. Noon Duty Supervisors – continued

2. Espinosa, Maria  
Temporary Noon Duty Supervisor  
Farragut – Extra Assignment  
Not to exceed 1.5 hours  
Funding Source: Title III  
Effective December 14, 2011 through  
December 15, 2011  
Hourly, as needed – \$9.25 per hour  
Total Cost: \$13.88

D. Stipend Assignments

1. Iles-Nelson, Cindy  
Temporary After School Instructor  
Middle School – Panther Partners Program  
Not to exceed 2 hours per week  
Funding Source: Panther Partners  
Effective September 26, 2011 through  
December 16, 2011  
Stipend of \$35.00 per hour  
Total Cost: \$840.00
2. Tidwell, Marina  
Temporary After School Instructor  
Middle School – Panther Partners Program  
Not to exceed 2 hours per week  
Funding Source: Panther Partners  
Effective September 26, 2011 through  
December 16, 2011  
Stipend of \$35.00 per hour  
Total Cost: \$840.00

E. Student Helpers

1. Allen, Kristofer  
Student Helper – Workability  
Location outside of district  
Funding Source: General – Special Education  
Effective November 29, 2011  
Hourly, as needed – \$8.00 per hour
2. Benson, Melody  
Student Helper – Workability  
Location outside of district  
Funding Source: General – Special Education  
Effective December 7, 2011  
Hourly, as needed – \$8.00 per hour



BOARD REPORT

9.5 Classified Personnel Services Report No. 9 – Page 3

I. Authorization, Approval & Ratification of Employment – continued

E. Student Helpers – continued

3. Bonilla, Junior Fernando  
Student Helper – Workability  
Location outside of district  
Funding Source: General – Special Education  
Effective December 5, 2011  
Hourly, as needed – \$8.00 per hour
4. Davenport, Harlee  
Student Helper – Workability  
Location outside of district  
Funding Source: General – Special Education  
Effective November 17, 2011  
Hourly, as needed – \$8.00 per hour
5. Howe, John  
Student Helper – Workability  
Location outside of district  
Funding Source: General – Special Education  
Effective November 3, 2011  
Hourly, as needed – \$8.00 per hour
6. Huang, Derek  
Student Helper – Workability  
Location outside of district  
Funding Source: General – Special Education  
Effective November 15, 2011  
Hourly, as needed – \$8.00 per hour
7. Lince, Jacob  
Student Helper – Workability  
Location outside of district  
Funding Source: General – Special Education  
Effective December 5, 2011  
Hourly, as needed – \$8.00 per hour
8. Montes, Joanna  
Student Helper – Workability  
Location outside of district  
Funding Source: General – Special Education  
Effective November 23, 2011  
Hourly, as needed – \$8.00 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 9 – Page 4

II. Authorization, Approval & Ratification of Change of Assignments

1. Lopez, Xiomara  
Promotion via Classified Interview:  
From: Substitute Food Service Assistant  
Hourly, as needed  
To: Food Service Assistant  
3.75 hours per day, school year  
Food Services  
Funding Source: Food Services  
Effective November 28, 2011  
Range 6 – \$11.98 per hour  
Total Cost: \$7,996.65

2. Sanchez, Lea  
Promotion via Classified Interview:  
From: Instructional Assistant –  
Child Development  
16.5 hours per week, school year  
To: Instructional Assistant –  
Child Development  
16.5 hours per week, school year  
&  
Instructional Assistant –  
Child Development  
10 hours per week, school year  
Child Development  
Funding Source: Child Development  
Effective December 14, 2011  
Range 11 – \$15.64 per hour  
Total Increase: \$5,567.84

III. Authorization, Approval & Ratification of Resignations

1. Andrews, Erik  
Maintenance Worker  
Maintenance, Operations & Transportation  
8 hours per day, 12 months per year  
Accepted position outside of district  
Effective December 9, 2011  
Range 24 – \$3,221.00 per month

2. Alcalay, Vivian  
Instructional Assistant – Special Education IIA  
High School  
6 hours per day, school year  
Personal  
Effective December 23, 2011  
Range 16 – \$17.65 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 9 – Page 5

III. Authorization, Approval & Ratification of Resignations – continued

- |    |                     |   |
|----|---------------------|---|
| 3. | Mitrosilis, Johanna | Instructional Assistant – Special Education IIA<br>Linwood Howe<br>3.5 hours per day, school year<br>Education<br>Effective December 23, 2011<br>Range 16 – \$16.88 per hour  |
| 4. | Bonneau, Fedly      | Instructional Assistant – Special Education IIA<br>Child Development<br>6 hours per day, school year<br>Personal<br>Effective February 1, 2012<br>Range 16 – \$17.65 per hour |

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 9

Moved by:

Seconded by:

Vote:

**9.6 Enrollment Report**

The attached reports display enrollment information for the third month of the 2011-2012 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 1<sup>st</sup> School Month through 12<sup>th</sup> 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 three of the 2011-2012 school year as presented.

**Moved by:**

**Seconded by:**

**Vote:**

**Culver City Unified School District**  
**Enrollment for the 3rd School Month (10/17/11 - 11/11/11)**  
**2011 - 2012**

<b>ELEMENTARY</b>	<b>EI Marino</b>	<b>EI Rincon</b>	<b>Farragut</b>	<b>La Ballona</b>	<b>Linwood Howe</b>	<b>Ind. Study</b>	<b>Total</b>
<b>K</b>	132	70	96	95	95	0	488
<b>1</b>	133	95	95	90	71	0	484
<b>2</b>	131	94	95	113	94	0	527
<b>3</b>	127	84	92	91	84	0	478
<b>4</b>	115	86	86	81	80	0	448
<b>5</b>	123	85	89	60	89	0	446
<b>Spec Class</b>	0	19	0	0	26	0	45
<b>Elementary Total</b>	<b>761</b>	<b>533</b>	<b>553</b>	<b>530</b>	<b>539</b>	<b>0</b>	<b>2916</b>

<b>SECONDARY</b>	<b>Middle School</b>	<b>High School</b>	<b>Culver Park</b>	<b>Ind. Study</b>	<b>Total</b>
<b>6</b>	466			0	466
<b>7</b>	492			0	492
<b>8</b>	529			0	529
<b>9</b>		583	0	0	583
<b>10</b>		539	1	2	542
<b>11</b>		528	26	10	564
<b>12</b>		543	42	5	590
<b>Spec Class</b>	39	39	0	0	78
<b>Secondary Total</b>	<b>1526</b>	<b>2232</b>	<b>69</b>	<b>17</b>	<b>3844</b>

<b>Total K-12 Enrollment</b>	<b>6760</b>
------------------------------	-------------

**PRESCHOOL**

<b>Linwood Howe</b>	<b>EI Marino</b>	<b>EI Rincon</b>	<b>Farragut</b>	<b>La Ballona</b>	<b>CEE</b>	<b>Total</b>
55	23	32	8	87	94	299

**ADULT SCHOOL**

<b>Adult Basic Ed</b>	<b>ESL</b>	<b>Citizenship</b>	<b>Adults with Disabilities</b>	<b>Older Adults Prog</b>	<b>High School Subjects</b>	<b>Total</b>
111	435	11	19	239	230	1045

**Notes:**

1. These enrollment figures represent the total number of sections. A single student may be enrolled in multiple sections.
2. Of the 230 students enrolled in high school subjects, 79 concurrently attend high school

**Culver City Unified School District**  
**Enrollment Comparison**  
**10-11 vs 11-12**

ELEMENTARY	1st	2nd	3rd	4th	5th
	School Month	School Month	School Month	School Month	School Month
	11-12	11-12	11-12	11-12	11-12
El Marino	752	759	761		
El Rincon	535	536	533		
Farragut	552	550	553		
La Ballona	526	532	530		
Linwood Howe	539	540	539		
Ind. Study	0	0			
Special Ed	Incl	Incl	Incl	Incl	Incl
Elementary Total	2904	2917	2916	0	0

SECONDARY	1st	2nd	3rd	4th	5th
	School Month	School Month	School Month	School Month	School Month
	11-12	11-12	11-12	11-12	11-12
Middle School	1527	1529	1526		
High School	2262	2249	2232		
Culver Park	54	65	69		
Ind. Study	2	3	17		
Special Ed	Incl	Incl	Incl	Incl	Incl
Secondary Total	3845	3846	3844	0	0

<b>K-12 Total</b>	<b>6749</b>	<b>6763</b>	<b>6760</b>	<b>0</b>	<b>0</b>
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**BOARD REPORT**

12/13/11

9.7

**9.7 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, 2011 through September 30, 2011.

**RECOMMENDED MOTION:** That the Board of Education for Culver City Unified School District accept the Compensation Report for the period of July 1, 2011 through September 30, 2011 as presented.

**Moved by:**

**Seconded by:**

**Vote:**

**2011-12**  
**Quarterly Compensation and Expenditure Report**  
**of the**  
**Members of the Board of Education**

**July 1, 2011 to September 30, 2011**

<b>Board Member</b>	<b>Stipend</b>	<b>Statutory Benefits</b>	<b>Health &amp; Welfare</b>	<b>Other Expenditures</b>	<b>Total</b>
Gourley, Steven	\$ 720.00	\$ 98.34	\$ 164.57	\$ -	\$ 982.91
Paspalis, Katherine	\$ 720.00	\$ 82.28	\$ 1,130.54	\$ -	\$ 1,932.82
Siever, Patricia	\$ 720.00	\$ 87.54	\$ 10.80	\$ -	\$ 818.34
Silbiger, Karlo	\$ 720.00	\$ 87.54	\$ 10.80	\$ -	\$ 818.34
Zeidman, Curtis Scott	\$ 720.00	\$ 98.34	\$ 231.99	\$ -	\$ 1,050.33
<b>TOTAL</b>	<b>\$ 3,600.00</b>	<b>\$ 454.04</b>	<b>\$ 1,548.70</b>	<b>\$ -</b>	<b>\$ 5,602.74</b>

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.



## BOARD REPORT

12/13/11

9.8

9.8 **Approval is Recommended for the Rotary Youth Leadership Assembly Overnight Field Trip for CCHS Students in Lake Arrowhead, California, April 27-29, 2012**

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.

CCHS Athletic Director Jerry Chabola seeks approval for 4 students to attend a field trip to the Rotary Youth Leadership Assembly, April 27 through April 29, 2011. Students will be absent from school on Friday, April 27. Rotary Club members will chaperone. The cost of attendance is funded by the Rotary Club. Transportation by bus will be funded by the Rotary Club.

RECOMMENDED MOTION: That the Board of Education approve the Rotary Youth Leadership Assembly Overnight Field Trip for CCHS Students in Lake Arrowhead, California, April 27-29, 2012.

Moved by:

Seconded by:

Vote:

**BOARD REPORT**

**12/13/11  
9.9**

**9.9 Approval is Recommended for the Local Educational Agency Plan Addendum under the No Child Left Behind Act of 2001**

When a District enters Program Improvement, one of the requirements is to complete the Local Educational Agency (LEA) Plan Addendum. The process includes examining the assessment data, completing the Academic Program Survey and identifying the reasons why the Annual Yearly Program targets under the No Child Left Behind (NCLB) Act were not met. The LEA must develop an LEA Plan Addendum that focuses on a plan that ensures an increase in student achievement and performance. This plan becomes the road map that the LEA follows with the goal of successfully exiting Program Improvement. This plan requires the approval of the local school board and the State Board of Education.

**RECOMMENDED MOTION:** That the Board approves the Local Educational Agency Plan Addendum under the No Child Left Behind Act of 2001.

Moved by:

Seconded by:

Vote:

District Name: Culver City Unified

CD Code: 19-64444

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed Addendum by e-mail to [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov) and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

The Plan Addendum must be submitted to the California Department of Education (CDE) no later than January 23, 2012, if your LEA received a September 2011 notice letter. The Plan Addendum should:

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/act/stateassesspi.asp">http://www.cde.ca.gov/ta/act/stateassesspi.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Although Culver City Unified School District strives to fully implement the LEA plan and meet the goals the	N/A	N/A	N/A	N/A

<p>district has determined are essential to student growth and high performance, the use of the State Assessment Tools has provided the district insight as to where the district needs to improve. Listed below are the areas of improvement the district will use to address student learning based on results from survey and student data. Although the results listed below come directly from the APS and DAS, the ELSSA and ISS results mirror that of the other surveys, and the addressing of student needs as written below has been performed with all four surveys as well as student data as the impetus for the plan.</p>				
<p><b>Concerns:</b></p> <p>(1) 31% of high school ELA and 24% of elementary teachers identified intensive intervention programs and materials as only partially or minimally implemented.</p> <p>(2) 30% of high school ELA, 33% of middle school ELA and 31% of elementary teachers stated that the school/district provides partial or minimal instructional assistance and ongoing support to teachers for intensive intervention in ELA.</p> <p>(3) 33% of High school math, 70% of middle school math, 33% of middle school ELA, and 25% of elementary teachers stated that the school/district only</p>	<p>Assistant Superintendent of Educational Services, Assistant Superintendent of Business Services, and the Coordinator of State and Federal Programs</p>	<p>September 2011 to June 2013</p>	<p>\$300,000 initially and \$150,000 Annually</p>	<p>Title I, Title II, Title III, EIA, &amp; ELAP</p>

<p>partially or minimally provides teachers with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider.</p> <p>(4) 28% of elementary teachers stated the school/district only partially or minimally complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA.</p> <p>(5) 54% of administrators stated that the LEA only partially has policies to fully implement the State Board of Education (SBE)-approved EPCs for Instructional Success in all schools in the LEA. These include evidence of implementation regarding instructional materials, intervention programs, aligned assessments, appropriate use of pacing and instructional time, and alignment of categorical programs and instructional support.</p> <p>(6) 54% of administrators stated that the LEA only partially provides all schools with sufficient SBE-adopted core and intervention materials in reading/language arts, mathematics, history/social studies, and science. The LEA ensures that the materials are used with fidelity and on a daily basis in all classrooms.</p> <p>(7) 38% of administrators stated that the LEA only partially ensures that all students, especially ELs,</p>				
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<p>SWDs, and other high priority students, have access to the core curriculum and, based on assessed need, to English Language Development (ELD), strategic interventions, and SBE-adopted intensive interventions.</p> <p>(8) 46% of administrators stated that the LEA only partially ensures that all teachers complete materials-based professional development in reading/language arts, mathematics, English Language Development and interventions.</p> <p><b>Plan:</b> The district will allocate resources toward the purchase of intervention software and instructional materials as well as the implementation of professional development for all school sites. Professional development will address the effective implementation of current programs and materials as well as newly purchased instructional materials. These new resources include but are not limited to the purchase of SuccessMaker software, Envision Math Intervention Kits, Compass Learning software, computers, CAHSEE preparation instructional materials, and ELD supplemental instructional materials. We will be contracting three outside consultants for on-going year long professional development training focusing on researched-based instructional strategies, English Language Development, SDAIE, Direct Interactive Instruction, and effective implementation of core instructional materials. The consultants will model lessons, coach</p>				
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<p>administrators, and engage teachers in co-planning and co-teaching. Educational Services Department will provide and coordinate training on effective implementation of the District's current core instructional materials and intervention material purchased to support students not yet proficient. Intervention programs will be implemented at school sites before, during, and after-school to accelerate learning for students not yet proficient. Students will be able to access SuccessMaker and Compass Learning software at home to extend learning opportunities. Each principal in collaboration with other administrators and teachers will develop and implement a Response To Intervention model that effectively addresses students not yet proficient. Educational Services will monitor and ensure that categorical programs meet all compliance requirements and are aligned to the LEA plan. The district certifies and will continue to certify that all students have sufficient materials and access to the core under the Williams Settlement, and that each pupil, including English learners, has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments.</p>				
<p><b>Concern:</b> 67% of High school math, 50% of middle school math and 28% of elementary teachers stated that the school/district only partially or minimally provides instructional assistance and ongoing support to teachers for mathematics.</p>	<p>Assistant Superintendent of Educational Services, Assistant Superintendent of Business Services,</p>	<p>September 2011 to June 2013</p>	<p>\$200,000 Annually</p>	<p>Title I, Title II, Title III, EIA, &amp; ELAP</p>

<p><b>Plan:</b> The district will ensure that teachers have no less than one monthly grade level PLC meeting. This will provided structured time for teachers to look at data from the three benchmark math assessments given during the school year. Teachers will have time to develop common assessments, specific/measurable goals, and develop quality lessons, collaboratively, during this structured time. After each benchmark assessment principals will lead their teachers in strategic data analysis that will assist teachers in identifying students that would benefit from re-teaching of standards not yet mastered. These data analysis meetings will allow administrators and staff to monitor the achievement of significant sub groups at their school sites and provide interventions as needed based on the data. Professional development opportunities through the county office of education, professional organizations, district administration, and outside consultants will be offered and provided to all sites and teaching staff for instructional assistance and ongoing support to teachers for both the core and intervention programs in mathematics.</p>	<p>Coordinator of State and Federal Programs, and site administrators.</p>			
<p><b>Concern:</b> 33% of the middle school ELA and 30% of middle school math teachers stated the school/district minimally prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level for the current SBE-adopted core and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.</p>	<p>Assistant Superintendent of Educational Services, Assistant Superintendent of Business Services, Coordinator of State and Federal</p>	<p>September 2011 to June 2013</p>	<p>\$50,000</p>	<p>Title I, Title II, Title III, EIA, &amp; ELAP</p>

<p><b>Plan:</b> The district will implement professional development on the Common Core to align the district with new national standards. As part of this alignment, new pacing guides will be developed and benchmark assessments through Assessment Technology Incorporated Galileo software. Intensive Intervention program training will be provided on how to adequately utilize core and supplemental materials already in the classrooms through the Educational Services Department. Principals will be responsible for monitoring implementation of pacing guides at their school sites.</p>	Programs, and site administrators.			
<p><b>Concern:</b> 46% of administrators stated that the local governing board only partially works within the scope of its role and responsibilities as a member of the district governing team, setting policies and aligning the budget to support the successful implementation of the Local Educational Agency (LEA) Plan.</p> <p><b>Plan:</b> The district will provide a copy of the LEA Plan and Addendum for board approval as well as provide the board information regarding the plan including its requirements and goals. Furthermore, sites and the district office will also provide information and materials to the school board members on a weekly basis that include site and district level progress, instruction and student progress updates, fiscal and categorical program updates.</p>	Superintendent, district and site administrators.	September 2011 to June 2012	None	None
<p><b>Concern:</b> 46% of administrators stated that the LEA only partially implements adopted materials and</p>				

<p>provides and monitor appropriate instructional minutes and pacing for all core subjects and interventions.</p>				
<p><b>Concern:</b> 46% of administrators stated that the LEA only partially has procedures and processes to monitor the accuracy of the data and support teachers and administrators in accessing timely school-and classroom-level data based on common formative and summative curriculum-embedded and standards-aligned assessments.</p> <p><b>Plan:</b> The district currently utilizes Assessment Technologies Incorporated for benchmark assessments for all grade levels three times per year. Access to timely school-and classroom-level data based on common formative and summative curriculum-embedded and standards-aligned assessments is available to staff via web and paper based reports. CST data is also available throughout the year via our data and attendance system Aeries. The district office will provide training to administrators so they may learn and teach their staff how to access data in a timely and useful way in order to implement changes in curriculum and interventions to improve student outcomes.</p>	Educational Services Department, Assistant Superintendent of Educational Services, site administrators.	September 2011 to June 2012	None	None

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at <a href="http://www.cde.ca.gov/ta/ac/ny/nyareports.asp">http://www.cde.ca.gov/ta/ac/ny/nyareports.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Although the schools in the Culver City Unified School District are all well above 800 API and two schools have an API over 900, there are significant subgroups that have not met the AYP yearly targets resulting in the District entered Program Improvement. The goal of the district is to meet AYP targets for the coming two year in order to maintain PI year 1 status and then exit PI in the following year.	Educational Services Department, Assistant Superintendent of Educational Services, site administrators.	September 2011 to June 2012	None	None

**3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.**

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
CCUSD will implement research based professional development K-12 utilizing outside consultants. Consultants will use core instructional materials as a vehicle to train teachers in both the effective implementation of core materials and the use of researched based instructional strategies such as Direct Interactive Instruction (DII), SDAIE, and high engagement strategies. Principals and teachers will engage in a book study of "Teach Like a	Educational Services Department, Assistant Superintendent of Educational Services, site administrators,	September 2011 to June 2012	\$300,000	Title I, Title II, Title III, EIA, & ELAP

Champion, 49 Techniques That Put Students on the Path to College". Furthermore, the district will purchase ELA and math software that accelerates students progress in meeting grade level standards. This software will be web based and students will be able to access it at home thus extending their time and opportunity for learning.	Coordinator of State and Federal Programs			
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**4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ny/nyareports.asp">http://www.cde.ca.gov/ta/ac/ny/nyareports.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Although the district has developed, uses, and monitors classroom observation protocols to include full and skillful implementation of instructional materials and ancillaries as per the district pacing guide, we will increase our effectiveness in the implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. To improve student outcomes, first we will analyze data to accurately pinpoint the students most in need of assistance prior to the implementation of specific plans for student improvement. To do this, CCUSD will contract with an outside vendor for assistance in data analysis and reporting. This will assist administrators by providing useful and user friendly reports that they will use to target staff and students most in need of additional assistance. The district will also contract with providers for professional	Educational Services Department, Assistant Superintendent of Educational Services, site administrators, Coordinator of State and Federal Programs	September 2011 to June 2012	\$300,000	Title I, Title II, Title III, EIA, & ELAP

development to implement research based best practices and proven strategies for student improvement including the use of Response To Intervention and supplemental remediation materials including SuccessMaker, Compass Learning, ELD supplemental materials and Envision Math.				
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**5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.**

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. (See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ach/stateassessol.asp">http://www.cde.ca.gov/ta/ach/stateassessol.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
All classrooms have highly-qualified teachers appropriately credentialed for their assignment. Furthermore, the district provides and supports an easily accessible electronic data management system (Aeries), and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments (Galileo), on a timely basis. All students entering Kindergarten are given an ELA assessment in the summer prior to entering school. These results are shared with the kindergarten teachers allowing them to identify students early on that are in need of intervention and enrichment.	Educational Services Department, Assistant Superintendent of Educational Services, site administrators, Coordinator of State and Federal Programs	September 2011 to June 2012	\$300,000	Title I, Title II, Title III, EIA, & ELAP

Based on recent data analysis of the results from the CST, CELDT, benchmark assessments, CAHSEE, ELSSA, ISS, APS, and the DAS CCUSD determined that the primary needs for professional development are in the areas of high quality and research based practices and techniques to increase academic success with English language learners, students with disabilities, and economically disadvantaged students. The district hired a new Assistant Superintendent of Educational Services that specializes in professional development and working with traditionally underperforming sub groups. The new Assistant Superintendent will develop and implement research based professional development throughout the district including the contracting of several outside contractors to implement professional development for every teacher. Funding will be set aside to allow substitute teachers to be hired for teachers so they can participate in quality professional development throughout the school year that includes modeling in classrooms, coaching, co-planning and co-teaching.				
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**6. English Learners**

a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:

- If Title I only: Complete 6b
- If Title III Year 1: Complete 6b
- If Title III Year 2 or 3: Title III Year 2 Plan in CAIS
- If Title III Year 4 or 4+: Title III Year 4 Plan in CAIS

b. Include specific academic achievement and English Language Proficiency goals, targets, and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/act3/index.asp>).

Please describe those goals and targets.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
N/A				

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
All principals will be responsible for developing an RTI program that includes before school, after school, and during the summer, where appropriate, to increase student achievement for significant sub groups and for students not yet proficient in ELA and mathematics. The RTI program from each school site will be submitted to the Assistant Superintendent for review and approval.	Educational Services Department, Assistant Superintendent of Educational Services, site administrators, Coordinator of State and Federal Programs	September 2011 to June 2012	\$200,000	Title I, Title II, Title III, EIA, & ELAP

8. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Each school in the Culver City unified School District has a Parent Involvement Policy that has been created and shared with every parent at each school site. The district has a parent involvement policy that is also available to the public. As a component of the school-level parental involvement policy, each Title I school jointly developed with parents a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for	Educational Services Department, Assistant Superintendent of Educational Services, site administrators, Coordinator of	September 2011 to June 2012	\$20,000	Title I, Title III, EIA, & ELAP

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN  
ASSURANCE PAGE**

Local Educational Agency (LEA) [www.ccsd.net](http://www.ccsd.net)

Name of LEA: Culver City unified School District

County District Code: 19-64444

Date of Local Governing Board Approval: December 13, 2011

District Superintendent: Patricia Jaffe

Address: 4034 Irving Place

Phone: 310-842-4220

City: Culver City

FAX: 310-842-4274

Zip Code: 90232

E-mail: [patriciajaffe@ccsued.org](mailto:patriciajaffe@ccsued.org)

**Signatures**

On behalf of LEAs, participants included in the preparation of this Program Improvement LEA Plan Addendum:

Signature of Superintendent	Patricia Jaffe	Printed Name of Superintendent	Date
Signature of Board President		Printed Name of Board President	Date

Signature of Title III English Learner Assistant Superintendent	Elleen Carroll	Printed Name of Title III English Learner Assistant Superintendent	Date
Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.			

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

*Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.*

improved student academic achievement. Every site maintains an active School Site council, and every site has an English Learner Advisory Committee. The district maintains a District English Learner Advisory Committee. Each school site will provide parent training including but not limited to "Partners in Print, Latino Family Literacy, computer training on accessing student portals, school and district web sites, email, and Step Up to Writing training.

State and Federal Programs

## BOARD REPORT

12/13/11

9.10

**9.10 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**

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

19-04444-1932201

CDS Code

Date of the revision: 10-05-2011

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 ConAdp and ESEA Program Improvement into the SPSA.

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

Contact Person: Dylan Farris

Position: Principal

Telephone Number: (310) 842-4200, ext. 3321

Address: 4401 Elende St.

Culver City, CA 90230-4101

E-mail Address: [dyfarris@ccusd.org](mailto:dyfarris@ccusd.org)

Culver City Unified School District  
School District

Superintendent: Patricia W. Jaffe

Telephone Number: (310) 842-4220

Address: 4034 Irving Place

Culver City, CA 90232

E-mail Address: [patjaffe@ccusd.org](mailto:patjaffe@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.

The Single Plan for Student Achievement

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## 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 belief system
- aesthetics is essential to life
- we are responsible for ourselves and accountable to each other
- individuals have the right to express their views, opinions, and thoughts
- that family and belonging are integral to our lives
- everyone has the right to preserve his/her dignity
- each person has the capacity for goodness

### CULVER CITY HIGH SCHOOL BELIEFS

... Learn to achieve. Achieve to learn. Tomorrow starts today....

Culver City High School believes:

1. that each member of our school community plays an integral part in making student success a certainty.
2. that all students are provided the necessary resources and opportunities to become successful Collaborative Workers, Adaptable Problem Solvers, Critical Thinkers, Involved Citizens, Quality Producers and Self-Guided Achievers.
3. that all students are immersed in vigorous, 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.

The Single Plan for Student Achievement

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### III. School Profile

#### SCHOOL DESCRIPTION

Culver City High School is a four year comprehensive high school serving approximately 2,300 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.

#### FACTUITY

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 of 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

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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 80 hours of community service to graduate. Students must also pass the California High School Exit Exam.

#### ADVANCED PLACEMENT EXAMS

In May of 2011, 449 students took Advanced Placement exams in 18 subjects. 69% 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 Fringe 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 8th 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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- Custer 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 exam.
- 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
- CALIFORNIA STATE UNIVERSITIES
- BRANDEIS UNIVERSITY
- CSU POLYTECHNIC
- CSU DOMINGUEZ HILLS
- CSU EAST BAY
- CSU FULLERTON
- CSU LONG BEACH
- CSU LOS ANGELES
- CSU MONTEREY BAY
- CSU NORTHRIDGE
- DUKE UNIVERSITY
- EDISON COLLEGE
- GRAMBLING STATE UNIVERSITY
- HAMPTON UNIVERSITY
- HOWARD UNIVERSITY
- HUMBOLDT STATE UNIVERSITY
- INDIANA UNIVERSITY BLOOMINGTON
- IIT TECHNICAL INSTITUTE
- JOHN 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

The Single Plan for Student Achievement

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- SPELLMAN COLLEGE
- ST JOHN'S 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 NEVADARENO
- UNIVERSITY OF OREGON
- UNIVERSITY OF SOUTHERN CALIFORNIA
- VIRGINIA STATE UNIVERSITY
- WASHINGTON STATE UNIVERSITY
- WARTWORTH UNIVERSITY
- XAVIER UNIVERSITY OF LOUISIANA
- YALE UNIVERSITY

The Single Plan for Student Achievement

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**IV. Comprehensive Needs Assessment Components**

**A. Data Analysis (See Appendix A)**

CCHS has an Academic Performance Index (API) score of 812. The scores have been increasing over the past few years. In 2006, our API score was 732. In 2007 the score increased to 761. The school did not reach the target growth of 5 points in the 2007-2008 school year, actually losing one point. The API score improved by 25 points from 2008 to 2009, 28 points from 2009 to 2010, and 8 points from 2010 to 2011.

All student groups did not meet API growth targets for 2011. African American, Socio-Economically Disadvantaged, and English Learner sub-groups did not meet their targets.

In the area of English Language Arts, the Annual Yearly Progress (AYP) goals were met by the following student sub-groups: White, African American, and Economically Disadvantaged. The following subgroups did not meet AYP: Hispanic and English Language Learners. The percentage of students at CCHS scoring proficient or advanced increased to 73% in 2011, an 8% increase. The Socioeconomically Disadvantaged subgroup has been identified as "Safe Harbor" as they did make gains in scores. The 2011 target for high schools was a proficiency rate of 66.7%. Only 42.6% of our EL students demonstrated proficiency or above (a 12% increase from 2010), 62.3% of our Socioeconomically Disadvantaged students demonstrated proficiency or above, and 64.5% of our Hispanic students demonstrated proficiency or above.

In the area of Math, the Annual Yearly Progress (AYP) goals were met by the following student sub-groups: White and African American. The following subgroups did not meet AYP: Hispanic, Socioeconomically Disadvantaged, and English Language Learners. Similarly, the math target was a proficiency rate of 66.1%. Overall, CCHS produced a score of 64.7% proficient or above. At CCHS, 44.2% of English Learners (EL) students scored proficient or above, 55% of our Socioeconomically Disadvantaged students demonstrated proficiency or above, and 54.2% of our Hispanic students demonstrated proficiency or above. For these reasons, the school has identified EL, Socioeconomically Disadvantaged, and Hispanic subgroups as an area of focus for the 2011-2012 school year.

In 2010-2011, CCHS made significant progress toward closing the achievement gap, although gaps continue to exist in both areas of English Language Arts (ELA) and Mathematics. While all subgroups demonstrate significant improvement in achievement, there is still some disparity in the scores among subgroups. On the English Language Arts exam, 83.6% of white students scored at proficient or higher and 81.6% of Asian students are proficient or better. In contrast, 71.5% of African American students scored proficient or higher. The percentage who scored proficient or higher for Hispanic students is 64.5%, English Learners is 42.5%, Socio-Economic Disadvantaged is 62.3%, and Students w/Disabilities is 38.3%. On the math exam, 74.8 % of white students were proficient or above, Asians performed at a rate of 78.8%, while African-American students scored at 63%, Hispanic students were 54.2%, English Learners scored 44.2%, socioeconomically disadvantaged (SED) students scored 55%, and students with disabilities scored at 23.9%.

**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 8th 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 8th 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.

2008-2010 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 documented classroom observations, recorded lesson and unit plans, and student work. Teachers can be observed in any classroom providing lessons that are designed to foster student learning by including anticipatory sets and review, teacher input and instruction, guided group and individual practice, collaboration, checking for understanding, closure, and independent practice.

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

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

Classrooms are observed by the administrative staff including the principal and three assistant principals. Teachers are also expected to observe the class of peer teachers twice during a semester. Teachers debrief in their department meetings. It is evident from classroom observations that CCHS has a dedicated staff. Teachers provide dynamic lessons that engage the students to rigor and the curricular standards. In conjunction with assessment data, 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 (SIC) develops the SPQA 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 collaborator 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 students that are not performing at proficient levels.

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 a need to further support English Learners 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 unprepared 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.

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 met 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.

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

Many students come to CCHS lacking foundational reading, writing, and math skills needed to succeed in all subject areas. Some students have been placed in math classes for which they are under-prepared. CCHS has implemented math placement testing for all incoming students to assist in proper placement. Additionally, reading assessments have been implemented to identify students that need reading support. These students are provided support through the Read 180 elective course. Writing needs are being addressed through the school-wide writing initiative. Teachers work collaboratively to develop common lessons to develop 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. We hope to address this lack of motivation and understanding through counselor presentations, individual counseling, 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. Arrival parent nights, Back-to-School Nights, Open Houses, and monthly parent group meetings are used as a means 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><b>SCHOOL GOAL #1</b>                  (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% to 78% by the end of the 2011-12 school year as measured by the California Standards Test.</p>	
<p>Student groups and grade levels to participate in this goal:                  All students will benefit from added support of school educational programs.</p>	<p>Anticipated annual performance growth for each group:                  English Language Arts:                  Overall - 4.2% growth</p>
<p>Means of evaluating progress toward this goal:                  Performance on state standardized tests, the CAHSEE, 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.</p>	<p>Group data to be collected to measure academic gains:                  Standardized test scores.                  CAHSEE test results.                  Student grades.                  Graduation rates.                  College admissions test results (i.e. SAT, ACT).</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)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Teachers will be provided with opportunities for professional growth and development in the areas of high engagement and SDAIE strategies for the classroom. Teachers will also receive training on improving writing for English Language Learners.	August to June	Conferences, Substitutes, travel, lodging, transportation	\$2,500	School Improvement Funds
Teaching materials will be renewed as necessary and as prescribed by district policy. Supplementary and ancillary materials will be made available for teachers in order to augment and supplement the currently available textbook resources. This includes, but is not limited to, educational software, media resources, subscriptions to educational publications, visual resources, and materials for student projects.	August to June	Textbooks, software, visual aids, subscriptions, project materials	\$5,000	School Improvement Funds
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 classes and individual students and to plan educational interventions when appropriate. Sub costs may be incurred to facilitate classroom observations and / collaboration time.	August to June	Substitutes, paid hours outside the school day	\$1,000	School Improvement Funds

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
Field trips will be made available to enhance the educational experience of students. Transportation and admission fees will be paid for as is appropriate.	September to June	Substitutes, transportation, buses, admission fees	\$2,000	School Improvement Funds
Tutoring and intervention classes will be provided before and after school.	September to June	Hourly pay for tutors, materials	\$8,000	School Improvement Funds
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.	Quarterly	N/A	N/A	N/A
A team of five teachers will participate in six EL workshops hosted by Educational Services.	September to June	N/A	N/A	N/A
English department members will plan benchmark assessments and distribution of essential 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.	As prescribed by benchmark test schedule	N/A	N/A	N/A
A cross curricular team of teachers will explore effective strategies for support and intervention strategies for underperforming students in 10th grade.	September - November	Hourly pay, Substitutes, materials	\$1,000	School Improvement funds, Title III funds
20 teachers (or more) will be trained to use new educational software - Odysseyware (Vantage Learning).	September-June	Software & Training	\$3,000	School Improvement Funds

**VI. Planned Improvements in Student Performance (continued)**

<p><b>SCHOOL GOAL #2</b>                  (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 will increase from 64.7% to 70% by the end of the 2011-12 school year as measured by the California Standards Test.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  All students will benefit from added support of school educational programs.</p>	<p><b>Anticipated annual performance growth for each group:</b>                  All students will meet AYP targets.                  AP pass rates will be maintained or improved.</p> <p>Math:                  Overall - 5.3% growth</p>
<p><b>Means of evaluating progress toward this goal:</b>                  Performance on state standardized tests, the CAHSEE, 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.</p>	<p><b>Group data to be collected to measure academic gains:</b>                  Grades, benchmark tests, CAHSEE scores, AP scores, and state standardized test scores.</p>

<b>SCHOOL GOAL #2</b>				
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
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.	Quarterly	NA	NA	NA
Teaching materials will be renewed as necessary and as prescribed by district policy. Supplementary and ancillary materials will be made available for teachers in order to augment and supplement the currently available textbook resources. This includes, but is not limited to, educational software, media resources, subscriptions to educational publications, visual resources, and materials for student projects.	August to June	Conferences, substitutes, travel	\$5,000	School Improvement funds
Teachers will be provided with opportunities for professional growth and development in the areas of high engagement and SDAIE 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 six EL workshops hosted by Educational Services.	September to June	Conferences, travel, Substitute	\$2,500	School Improvement Funds
20 teachers (or more) will be trained to use new educational software - Odysseyware (Vantage Learning).	September to June		\$3000	

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<b>SCHOOL GOAL #2</b>				
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
Tutoring and Intervention Classes will be provided before and after school.	September to June	Hourly pay for tutors, materials	\$8,000	School Improvement Funds
Field trips will be made available to enhance the educational experience of students. Transportation and admission fees will be paid for as is appropriate.	September to June	Substitutes, transportation, buses, admission fees	\$2,000	School Improvement Funds
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 classes and individual students and to plan educational interventions when appropriate. Sub costs may be incurred to facilitate classroom observations and / collaboration time.	August to June	Substitutes, paid hours outside the regular work day	\$1,000	
The math department will review placement in courses according to grades, placement tests, teacher recommendations and CST and CAHSEE scores, where appropriate, to ensure success in and readiness for course placement.  State test scores will be used to identify students that may be eligible for programs such as AVID, Honors, and AP, as well as remedial programs.	May & June, August & September  April to June	Paid hours outside the regular work day	\$1,000	N/A
Math department members will plan 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 will accurately reflect the curriculum being taught.  Math departments will review and analyze benchmark results three times a year to 1) identify instructional practices that yield the best results 2) identify areas of intervention need and 3) adjust pacing guides and instruction.	As prescribed by benchmark test schedule	N/A	N/A	N/A
Three AVID teachers will attend trainings / workshops at least three times.	September to June	Training fees, substitutes, travel	\$2,000	

**VI. Planned Improvements In Student Performance (continued)**

<p><b>SCHOOL GOAL #3</b>                  (Based on conclusions from Analysis of Program Components and Student Data pages)                  English                  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.                  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.</p> <p>Math                  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 as measured by the California Standards Test.                  The percentage of Hispanic students scoring at the proficient or advanced level in Math will increase from 64.5% to 68% by the end of the 2011-12 school year as measured by the California Standards Test.                  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 as measured by the California Standards Test.</p>	
<p>Student groups and grade levels to participate in this goal:                  EL, Hispanic, and Socio-Economically Disadvantaged students.</p>	<p>Anticipated annual performance growth for each group:                  The goal is for all students to meet the AYP, pass the CAHSEE, and achieve proficiency in tested subject areas.</p>
<p>Means of evaluating progress toward this goal:                  Analysis of disaggregated test scores and passage rate of the CAHSEE.</p>	<p>Group data to be collected to measure academic gains:                  AYP, CAHSEE passage rate, disaggregated state test results</p>

<b>SCHOOL GOAL #3</b>				
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
CST and CAHSEE data for all EL students will be provided to all ELD and SDAIE teachers at the beginning of the year in order to identify needs of EL students.  CELDT Data will be provided to all ELD and SDAIE teachers as re-leveling occurs in order to identify needs and placement of EL students.	September to June	Facilitators	\$0	
Teachers of ELD students will meet monthly to discuss progress of students, curricular issues, and program needs with the ELD Coordinator and the ELD Department.  Monthly ELAC meetings to increase parent involvement and awareness.	September to June	Hourly pay	\$0	
Teaching assistants will be assigned to mainstream, SDAIE, and ELD classrooms to provide additional support to students in various stages of language acquisition.  Provide computer, software, and supplemental resources specific to language development for ELD I and II students.	September to June	Teacher assistants, visual aids, supplementary materials	\$0	

<b>SCHOOL GOAL #3</b>				
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
Bilingual guidance technician will assist in student conferences and Spanish translations during meetings and student interventions.	September to June	Hourly pay	\$2,000	School Improvement Funds
Targeted prevention and intervention instruction will be provided to Long Term English Language Learners in ELA and Mathematics to pass the CAHSEE.	September to June	Hourly pay, materials	\$10,000	Title II funds
ELD and SDAIE, and teachers will attend six training and collaboration sessions to improve instruction for EL students. Participating teachers will provide training to entire faculty at staff meeting.	August to June	Conferences, transportation, substitutes, lodging, teacher aides	\$8,000	School Improvement Funds

**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #4</b> (Based on conclusions from Analysis of Program Components and Student Data pages) 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% technology tools such as document cameras, LCD projectors, smart boards, etc. and computers by the end of the 2011-12 school year.	
<b>Student groups and grade levels to participate in this goal:</b> All students.	<b>Anticipated annual performance growth for each group:</b> Improved technology will contribute to all students meeting AYP targets.
<b>Means of evaluating progress toward this goal:</b> Student, teacher, and parent surveys. Classroom observations.	<b>Group data to be collected to measure academic gains:</b> Student, teacher, and parent surveys. Classroom observations. Report from Tech-Center. Expenditure reports.

<b>SCHOOL GOAL #4</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed</b> <b>Expenditures</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
The Tech-Center will be maintained for class and student use throughout the school year. One staff member will be assigned to coordinate the use of and maintain computer hardware and software in the Tech-Center.	July to June	Technology Technician	\$38,738	School Improvement Funds
Technology hardware and software will be maintained, repaired, and upgraded as needed. Eleven classrooms are in need of LCD projectors and related equipment (media cart).	September to June	Computer hardware, software, maintenance and repair	\$40,000	School Improvement Funds
Curriculum will be supported through curricular software and online resources. Departments will explore and implement the use of appropriate resources to supplement their curriculum. This includes, but is not limited to programs such as Odyssey, an online essay writing program utilized by the English department to increase the amount of writing and feedback provided to students.	September to June	Training, substitutes, services subscriptions, licenses, software	\$40,000	School Improvement Funds
Communication among students, teachers, parents, and administration will be increased via the high school website, parent portal, teacher web pages, and e-mail.	September to June	Postage, web services fees	\$0	
Students will be trained in the use of word processing, data, and presentation software including, but not limited to Word, Excel, Power Point, etc.	September to June	Teacher training	\$0	
Teachers will access standardized test results through Galileo.	September to November	Teacher training, Tech-Center	\$0	
Virtual and on site trainings will be arranged to train teachers on new educational software.	November - June	Substitutes, Facilitators, Trainer Fees	\$9,000	
At least three technology in-services will be offered to faculty during the school year with a goal of 20% participation. Students will have opportunities to participate.	September to June	Hourly pay for facilitator preparation	\$2,600	

**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #5</b> (Based on conclusions from Analysis of Program Components and Student Data pages) The UC/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.	
<b>Student groups and grade levels to participate in this goal:</b> All students.	<b>Anticipated annual performance growth for each group:</b> Growth targets: 40% of graduating students will be eligible to enter a UC or Cal-State.
<b>Means of evaluating progress toward this goal:</b> Progress will be evaluated by review of the following data: <ul style="list-style-type: none"> <li>• Number of students completing UC/CSU AG requirements.</li> <li>• Number of students reporting admissions to four year colleges or universities.</li> <li>• Reports from local community colleges identifying the number of CCHS students in enrolled in classes.</li> <li>• Number of students participating in college entrance testing (PSAT, SAT, SAT II, PLAN, ACT).</li> <li>• Number of students enrolled in AP / Honors courses.</li> </ul>	<b>Group data to be collected to measure academic gains:</b> <ul style="list-style-type: none"> <li>• Performance on college entrance testing (PSAT, SAT, SAT II, PLAN, ACT).</li> <li>• Number of students completing UC/CSU AG requirements.</li> </ul>

<b>SCHOOL GOAL #6</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed</b> <b>Expenditures</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
Increase student awareness of UC/CSU A-G requirements through individual counseling, annual classroom presentations and parent information nights.	September to June	Materials, copies, postage	\$3,000	School Improvement Funds
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 requirements, discussing college life and expectations, promoting readiness for college, participating in college promotional activities such as College-Wear Thursdays and College Fair.	September to June		\$0	
Teachers and counselors will identify and recommend students that are capable of pursuing a rigorous course schedule, including Honors and AP classes.	February		\$0	
CCHS will continue to offer a wide variety of AP and Honors classes, expanding the number of classes as needed. The Guidance Office will evaluate the changing needs of the student body and investigate the implementation of new courses.	May	Testing materials, hourly pay, substitute costs for 1991 proctoring	\$0	
The AVID Site Team will identify students "in the middle" that demonstrate academic proficiency and whose parents have not completed college. Those students will be offered an opportunity to apply to the AVID program and receive mentorship via the AVID elective throughout high school.	April-May	Elective classroom materials costs, tutors, trainings (Fall and/or Summer Institute), transportation and lodging, LACOE fees, substitute, college field trip expenses, buses	\$15,000	Site Improvement Funds

SCHOOL GOAL #6				
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
The PSAT and PLAN tests will be offered at CCHS for all students. Counselors and teachers will encourage students in the 9th and 10th grade to participate.	October	Test costs, hourly pay for proctors	\$0	
Continue to provide both the College and Career Counselor and the College and Career guidance technician positions in order to ensure students will receive support in college and career planning.	Ongoing.	Salaries		General Funds
College and Career counselor will provide individual and group counseling to all students regarding preparation for college admission.	Ongoing.	Salaries		General Funds

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 objective 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
Goal #1	The support is intended to assist all students and departments in meeting the annual AYP growth targets in every area.	Not met
Goal #2	Teachers will collaborate to analyze data and produce lesson, unit plans, common assessments and pacing guides.	Met
Goal #3	The goal is for all students to meet the AYP, pass the CAHSEE, and achieve proficiency on all tested subject areas.	Not met
Goal #4	Gradual increased proficiency with technological software and programs.	Met / Continuing
Goal #5	Growth targets: By 2015, the percentage of students meeting A-G requirements will increase an average of at least 2% per year.	Met
Narrative Explanation for each objective not met:		
Goal #1 -	The continual alignment and refinement of curriculum to promote student mastery of standards is an ongoing goal. As long as there are students who are not proficient in all areas, we will not have fully met our targets. We continue to make progress as shown in our annual progress on AYP measures. Some subgroups fail to meet annual targets.	
Goal # 3 -	While students with disabilities have met AYP targets, English Learners did not meet targets in ELA and Math.	
Total number of School Plan Objectives: 5		
Total number of School Plan Objectives met: 3		
Percentage of School Plan Objectives met: 60%		

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP													
	All Students			White			Hispanic-American			Asian				
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2010	2011
Number Included	1672	1718	1683	322	337	353	400	412	389	189	188	188	188	188
Growth API	778	803	812	836	853	865	740	777	782	861	883	881	883	881
Base API	750	775	804	816	837	854	710	739	779	822	833	832	833	832
Target	5	5	A	A	A	A	5	5	5	A	A	A	A	A
Growth	25	28	8	20	18	11	30	38	3	-1	20	-1	20	-1
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP													
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities				
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2010	2011
Number Included	658	658	656	311	294	277	501	533	701	123	119	122	119	122
Growth API	741	785	775	857	702	885	738	787	770	518	555	680	511	558
Base API	705	741	767	647	658	705	708	737	770	506	511	558	511	558
Target	5	5	6	8	7	6	5	5	5	15	14	12	14	12
Growth	36	25	8	10	48	-10	30	30	0	10	44	22	44	22
Met Target	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes

Table 2 - Title III Accountability (District Data)

AIMAO 1	Annual Growth			
	2008-09	2009-10	2010-11	2010-11
Number of Annual Tests	501	732	745	745
Percent with Prior Year Data	94.8	100	100	100
Number in Cohort	507	782	748	748
Number Met	489	903	408	408
Percent Met	90.8	64	55	55
NCLB Target	51.5	53.1	54.6	54.6
Met Target	Yes	Yes	Yes	Yes

AIMAO 2	Attaining English Proficiency			
	2008-09	2009-10	2010-11	2010-11
All students	424	583	374	583
Less Than 5	182	168	215	168
More Than 5	42.8	27.5	67	29
NCLB Target	30.5	17.4	41.3	18.7
Met Target	Yes	Yes	Yes	Yes

AIMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English Language Arts	Yes	Yes	Yes
Math Participation Rate	No	(Pending)	No
Math Percent Proficient or Above	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met Participation Rate	Yes	No	No
Met Percent Proficient or Above	Yes	No	No
Met Target for AIMAO 3	No	No	No

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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	98	99	98	96	99	98	98	99	98	100	99	99
Number	398	389	419	102	99	97	92	95	98	42	46	54
Percent	66.5	65.2	73.5	87.2	81.8	83.0	65.2	63.3	71.5	75.0	78.0	81.8
AYP Target	48.0*	48.5**	48.0*	44.0**	44.0**	44.0**	44.0**	44.0**	44.0**	44.0**	44.0**	44.0**
Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-
AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	98	98	98	97	99	99	99	98	98	98	83
Number	135	131	139	28	33	37	109	123	137	10	8	18
Percent	61.1	64.4	64.5	27.4	30.8	42.5	58.8	53.7	62.3	27.0	15.4	38.3
AYP Target	46.0*	44.5**	46.0*	44.5**	44.5**	44.5**	44.5**	44.5**	44.5**	44.5**	44.5**	44.5**
Met	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes	-	-	-
AYP Criteria	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes	-	-	-

\* = AYP Target for Elementary/Intermediate Schools (2009=46.0%), (2010=46.0%), (2011=47.5%)

\*\* = AYP Target for High Schools (2009=44.5%), (2010=46.0%), (2011=46.7%)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	99	97	98	98	97	96	97	96	100	100	95
Number	399	375	367	91	89	86	89	82	87	44	52	52
Percent	69.0	62.7	64.7	77.8	74.2	74.8	48.9	55.0	63.0	78.5	86.7	78.8
AYP Target	47.5*	48.0*	48.5**	43.5**	43.5**	43.5**	43.5**	43.5**	43.5**	43.5**	43.5**	43.5**
Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-
AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	99	97	99	99	98	99	99	98	89	93	81
Number	107	135	115	28	35	38	97	124	121	6	9	11
Percent	48.2	55.8	54.2	27.1	32.1	44.2	62.2	64.1	55.0	16.7	24.3	23.9
AYP Target	47.5*	48.0*	48.5**	43.5**	43.5**	43.5**	43.5**	43.5**	43.5**	43.5**	43.5**	43.5**
Met	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes	-	-	-
AYP Criteria	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes	-	-	-

\* = AYP Target for Elementary/Intermediate Schools (2009=47.5%), (2010=48.0%), (2011=48.5%)

\*\* = AYP Target for High Schools (2009=43.5%), (2010=46.0%), (2011=46.7%)

**Table 6: California English Language Development (CELD) Data**

Grade	California English Language Development Test (CELD) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	
9	3	6	10	36	24	45	6	11	1	2	53
10	1	3	12	35	14	41	3	9	4	12	34
11	4	10	17	44	13	33	4	10	1	3	39
12	4	10	7	33	7	33	3	14			21
<b>Total</b>	<b>12</b>	<b>9</b>	<b>55</b>	<b>37</b>	<b>50</b>	<b>39</b>	<b>16</b>	<b>11</b>	<b>6</b>	<b>4</b>	<b>147</b>

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:

- 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 practice. 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 awarded each school year.

In the 2007-2008 school year, benchmark assessments and the use of the Galileo program were implemented at CCHS. It was piloted in the areas of Mathematics and English Language Arts. Students take benchmark tests three times a year. 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 bi-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 the data and discuss ways to implement these newfound performance indicators into their teaching and/or re-teaching of the curriculum.

Additionally, at the beginning of every school year, all teachers of CST testable subject areas, i.e. English, Math, History, and Science, receive detailed data regarding their previous year's student 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 BR (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)

CCHSD 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 CCHSD 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, re-evaluate standards alignment, and create/review 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.

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 student 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 PI 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 of the opportunities available. Before and after school tutoring is provided in all subjects. Summer school classes are also offered to students in need of intervention.

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 credentialed application programs (5 CCR 3932)

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

**Funding**

**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 amount 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 AVID State Compensatory Education <u>PURPOSE:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact AVID English Learner Program <u>PURPOSE:</u> Develop fluency in English and academic proficiency of English learners	\$81,07,815
<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.	\$207,451
<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"/> Let 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
<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		\$

(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
- 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  
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: 10-11-2011

Attested:

Dylen Ferris

Typed Name of School Principal

Signature of School Principal

Date

Kim Indelicato

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 Pledges:**

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 lat 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 Pledges:**

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 SPSSA 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
Farré, Dylan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indelicato, Ken (Chairperson)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dennis, Darin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phillips, Dan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snyder, Rachel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tarver, Kelli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bolas, Nanci	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rachal, Jody	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Silva, Linda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Silva, Madelene	<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"/>
Harder, Sarah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abdelmalek, Kristen (Alternates)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joseph, Abasala (Alternates)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	4	4	3	3

(43) A designated student, the school site council, must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) funds allocated to 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

19844441932856

CDS Code

Date of this revision: October 17, 2011

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 ConAop 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: **Marianne Turner**  
Position: **Principal**  
Telephone Number: **310 360-8886**  
Address: **5303 Berryman Ave.  
Culver City CA 90230**  
E-mail Address: **marianmeturner@cusd.org**

### Culver City Unified School District

School District

Superintendent: **Patricia W. Jaffe**  
Telephone Number: **(310) 842-4220**  
Address: **4034 Irving Place  
Culver City, CA 90232-2848**  
E-mail Address: **patriceljaffe@cusd.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.

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## II. School Vision and Mission

### 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.

### 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.

## 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, and one 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 \$500,000, with the average household income estimated to be \$50,850. Culver City is known for its cultural trends in art, music, and theater. There are five restaurants, some specializing in organic foods and various ethnic cuisines.

Established in 1979, the school is currently housed in a refurbished portion of an older elementary school in the district. 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 (CCFEF), Culver City Police Department (CCPD), and Culver City Youth Health Center run by the Venice 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.

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According to the California Basic Educational Data System (CBEDS) report dated October 2011, the student population is: 58% Hispanic, 22% African-American, 16% Caucasian, 0% Pacific Islander, 1% Asian, 0% Filipino, and 5% Multiple or no response. Currently, English Language Learners are 33% 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:

CPHS nominates a student every month for the American Citizenship Award presented at the Board of Education meeting at the District Office. 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.

##### 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 Aury National Center and the UCLA Art Global Health Center. Students who succeed in the advanced level are eligible for scholarships to art colleges.

##### New Information

- 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 Exchange Club of Culver City gives recognition to two students per month for their accomplishments.
- The ROP counselor will be on campus every Wednesday to assist students with career planning.
- K9 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 ESLRS are clearly stated
- Dedicated, experienced, supportive and knowledgeable school leadership and faculty
- Students and staff agree that the small population is a definite strength
- The principal is the driving force of the school
- Strong and supportive clerical staff
- Modifying curriculum according to student interest
- Scaffolding curriculum to student skill level
- Communication and collaboration among staff for student needs and cross curricular learning
- Use of research based instructional strategies such as building background knowledge
- Instruction differentiable 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
- Varities of assessments allow teachers to monitor student proficiency and ensure student engagement through students' individual interests
- Course requirements are tied to state standards and ESLRs are addressed throughout the curriculum
- Daily communication among staff to discuss student progress
- School culture is one of trust, respect, and professionalism
- Safe, clean, and orderly environment
- Strong student support system
- Every student knows their standing with graduation requirements
- All of the stakeholders, from student to board member, work as a team and each plays an integral role in the culture of the school

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

- Increased analysis of student achievement and performance on CST's
- More collaboration among staff regarding student performance data, and relevant professional development opportunities to increase student learning
- Reading and writing: need to improve students' reading comprehension and writing skills in all subject areas
- Math: need to increase proficiency in basic math skills for passing the CAHSEE as well as later academic success
- Growing population of EL students necessitates ongoing search for resources, bilingual support on site, and including SDAIE strategies in all classrooms
- Need to increase the rigor and breadth of the curriculum using current state standards based curriculum, including the use of technology and multimedia
- Need to increase direct instruction in the classroom, consistent linethemes 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

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 during 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 WYASC 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 outlined. 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 2011-12 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 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 acknowledgment 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.

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

#### 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 judged 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 analyze 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 or by being a teacher's assistant.

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 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:

<b>SCHOOL GOAL #1</b> (Based on conclusions from Analysis of Program Components and Student Data pages) SUBJECT AREA: Reading Comprehension  <b>PERFORMANCE GAP:</b> The results of the CPHS Self-Study found that students must improve their reading comprehension and expand their vocabulary.  <b>GOAL:</b> By June 2012, student achievement on the CST/ELA will increase by 8% as measured by a 2% incremental increase on the performance levels. The number of students passing the CAHSEE/ELA will improve by 10%.	
<b>Student groups and grade levels to participate in this goal:</b> All students in grades 10 and 11	<b>Anticipated annual performance growth for each group:</b> Steady yearly increase in the percent of questions answered correctly on the English/language arts CSTs
<b>Means of evaluating progress toward this goal:</b> Teacher assessments of written work, projects, and presentations.	<b>Group data to be collected to measure academic gains:</b> English/ language arts test results from the CSTs and the CAHSEE will be collected and analyzed

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
Students who have not passed the CAHSEE will receive study guides provided by the state and the English teacher will hold directed teaching lessons as preparation for the test.	September/ Ongoing	None	\$0	
Students who have not passed the CAHSEE will be encouraged to take the CAHSEE prep course at the adult school.	Semester	None	\$0	
Administrator & teachers will attend PD focused on working with EL students.	September - April	Substitutes	\$1000	District PD funds
Supplementary materials will be available for teachers to order, including educational software, materials for projects & media resources.	Ongoing	Workbooks, project materials, software	\$1500	School Improvement Budget
Teachers will work together in their Professional Learning Community (PLC) to assess the current English program & make modifications & adjustments to the curriculum.	Ongoing	None	\$0	
Field trips will be taken for re-enforcement of subject matter & enrichment.	Ongoing	Transportation, fees	\$500	School Improvement Budget
Data from a variety of sources will continue to be analyzed & interpreted on a regular basis by staff. Disaggregated data will be used to clear instruction.	Ongoing	None	\$0	

**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #2</b> (Based on conclusions from Analysis of Program Components and Student Data pages) SUBJECT AREA: Writing Skills  <b>PERFORMANCE GAP:</b> Self-study findings show the ability of the students to communicate through writing is low schoolwide.  <b>GOAL:</b> By June 2012, student achievement on the CST/ELA will increase by 8% as measured by a 2% incremental increase on the performance levels. The number of students passing the CAHSEE/ELA will increase by 10%.	
<b>Student groups and grade levels to participate in this goal:</b> All students in grades 10 and 11	<b>Anticipated annual performance growth for each group:</b> Steady yearly increase in the percent of questions answered correctly on the English/Language Arts CSTs
<b>Means of evaluating progress toward this goal:</b> Teacher assessments of written work, projects, and presentations	<b>Group data to be collected to measure academic gains:</b> English/Language Arts test results from the CSTs and the CAHSEE will be analyzed

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
Students who have not passed the ELA section of the CAHSEE will receive study guides provided by the state and the English teacher will hold writing strategies sessions.	September / Ongoing	None	\$0	
Students who have not passed the CAHSEE will be encouraged to take the CAHSEE prep course at the adult school.	Semester	None	\$0	
Local data and state assessment results will continue to be analyzed & interpreted by staff / English teacher will provide additional guidance to students in weak areas identified through the disaggregated data.	Ongoing	None	\$0	
Increase the use of technology to teach writing techniques, including online programs.	Ongoing	Programs	\$2000	School Improvement Budget
Administrator & teachers will continue to attend professional development workshops focused on working with English Learners.	September - April	Substitutes	\$1000	District PD funds
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	



**VI. Planned Improvements in Student Performance (continued)**

<p><b>SCHOOL GOAL #3</b>                  (Based on conclusions from Analysis of Program Components and Student Data pages)                  SUBJECT AREA: Basic Math</p> <p><b>PERFORMANCE GAP:</b>                  The findings of the CPHS Self-Study are that basic math skills are low schoolwide and beginning with the Class of 2014, local graduation requirements include 3 years of math/Algebra completion.</p> <p><b>GOAL:</b>                  By June 2012, student achievement on the CST/Algebra will increase by 8% as measured by a 2% incremental increase on the performance levels. Passing CAHSEE/Math scores will improve by 10%.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  All students in grades 10 and 11</p>	<p><b>Anticipated annual performance growth for each group:</b>                  Steady yearly increase in the percent of questions answered correctly on the math CSTs</p>
<p><b>Means of evaluating progress toward this goal:</b>                  Teacher assessments</p>	<p><b>Group data to be collected to measure academic gains:</b>                  Math test results from the CSTs and the CAHSEE will be analyzed</p>

<b>SCHOOL GOAL #3</b>				
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
Copies of the study guides provided by the state will be given to students who have not passed the CAHSEE/math	September	None	\$0	
The math teacher will hold tutoring sessions focusing on preparing students to pass the CAHSEE/math	Ongoing	None	\$0	
Students who have not passed the CAHSEE in the math area will be encouraged to take the prep course at the adult school	Semester	None	\$0	
Students will be enrolled in additional math courses for elective credit, such as: Business Math, Numeracy & Algebra Readiness	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 them into the current program	Ongoing	Substitutes so teachers can attend conferences	\$500	School Improvement Budget
Supplementary materials will be available for teachers to order, including educational software, materials for projects & media resources	Ongoing	Materials	\$1000	School Improvement Budget
Data from a variety of sources will continue to be analyzed & interpreted on a regular basis by staff	Ongoing	None	\$0	

**VI. Planned Improvements in Student Performance (continued)**

<p><b>SCHOOL GOAL #4</b>                  (Based on conclusions from Analysis of Program Components and Student Data pages)                  SUBJECT AREA: Algebra / Geometry</p> <p><b>PERFORMANCE GAP:</b>                  The findings of the CPHS Self-Study are that students must master Algebra I, which is a state high school graduation requirement.</p> <p><b>GOAL:</b>                  In June 2012, student achievement on the CST/Algebra &amp; Geometry will increase by 8% as measured by a 2% incremental increase on the performance levels. Passing scores on the CAHSEE/Math will improve by 10%.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  All students in grades 10 and 11</p>	<p><b>Anticipated annual performance growth for each group:</b>                  Steady yearly increase in the percent of questions answered correctly on the algebra CSTs</p>
<p><b>Means of evaluating progress toward this goal:</b>                  Teacher assessments</p>	<p><b>Group data to be collected to measure academic gains:</b>                  Test results from the CSTs and the CAHSEE in algebra will be analyzed</p>

<b>SCHOOL GOAL #4</b>				
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
One class period in the master schedule will be designed as Geometry only so that directive teaching can occur in a small group setting	September	None	\$0	
Teachers will work together in their PLC to review the current Algebra curriculum & investigate research-based strategies that have improved students' ability to grasp Algebra concepts & implement them into the current program	Ongoing	Substitutes & fees so teachers can attend conferences / workshops	\$1000	School Improvement Budget
Auxiliary materials to support curriculum	Ongoing	Materials	\$1000	School Improvement Budget
Data from a variety of sources will continue to be analyzed & interpreted on a regular basis by staff	Ongoing	None	\$0	
Copies of the study guides provided by the state will be given to students who have not passed the CAHSEE/math	September	None	\$0	
Students will be enrolled in support math courses, such as: Business Math, Numeracy, and the prep course at the adult school	Ongoing	None	\$0	
Math teacher will hold tutoring sessions after school	Ongoing	None	\$0	

VI. Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #6</b> (Based on conclusions from Analysis of Program Components and Student Data pages) SUBJECT AREA: CAREER DEVELOPMENT	
<b>PERFORMANCE GAP:</b> Students need to be exposed to more career exploration opportunities to assist them with the transition to the work force following completion of their education	
<b>GOAL:</b> All students will have a four-year high school plan that includes goals and strategies for transitioning to life after high school	
<b>Student groups and grade levels to participate in this goal:</b> All students grade 10 through 12	<b>Anticipated annual performance growth for each group:</b> A steady increase in the number of students participating in career exploration activities
<b>Means of evaluating progress toward this goal:</b> Annual review of the four-year plan	<b>Group data to be collected to measure academic gains:</b> Graduation statistics, post-graduation surveys

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
Seniors will meet individually with the ROP Counselor to develop a career path	Ongoing	None	\$0	
Utilize assessment tools and inventories to assist students in exploring careers and vocations of interest as part of the Career Development course	Ongoing	None	\$0	
Integrate career exploration component into courses required for graduation	September	None	\$0	
Arrange for guest speakers to present information on careers of interest to students	Spring 2012	Guest Speaker Fees	\$500	School Improvement Budget
Maximize the number of students enrolled in the Retail Sales after school class on campus which includes an internship at Westfield Mall	September	None	\$0	
Increase enrollment in SCROC	Semester	None	\$0	
Field trips to continuing education institutions; such as, Los Angeles Trade-Technical College and Santa Monica College	Spring 2012	Substitutes, transportation	\$300	School Improvement Budget
Participate in partnerships designed to support the arts	Spring 2012	Substitutes, transportation	\$1000	School Improvement Budget

VII. Annual Year-End Evaluation of School Plan Objectives

<b>Culver Park High School</b> School	<b>Comprehensive School Plan</b> Annual Year-End Evaluation of School Plan Objectives
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Directors: 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**

**Goal #1**  
By June 2011, student achievement on the CST/ELA will increase by 8%, as measured by a 2% incremental increase on the performance levels (Far Below Basic - Proficient).

Met - 7% increase in proficient

**Goal #2**  
By June 2011, student achievement on the CST/Algebra will increase by 8% as measured by a 2% incremental increase on the performance levels (Far Below Basic - Proficient).

Not met - no progress, all students scored below basic or far below basic

**Goal #3**  
By June 2011, student achievement on the CST/Science will increase by 8% as measured by a 2% incremental increase on the performance levels (Far Below Basic - Proficient).

Met - 9% increase in proficient in Biology and a 22% increase in proficient in Earth Science

**Goal #4**  
By June 2011, student achievement on the CST/Social Science will increase by 8% as measured by a 2% incremental increase on the performance levels (Far Below - Proficient).

Not met - no progress, all students scored basic, below basic or far below basic

**Goal #5**  
By 2011, all students will have a four-year high school plan that includes goals and strategies for transitioning to the 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 scores. 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.

The goals for 2011-12 are based on the identified areas of need in English/Language Arts and math through the CPHS Self-Study March 2011, along with Career Exploration goal.

Total number of School Plan Objectives met: 5

Total number of School Plan Objectives not met: 3

Percentage of School Plan Objectives met: 60%

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			Hispanic-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	25	22	19	2	4	3	7	1	2	0	0	0
Growth API	461	388	423									
Base API	498	480	387									
Target	D	D	21									
Growth	-.37	-.72	.38									
Met Target			Yes									

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	15	16	14	7	11	2	10	8	11	1	1	0
Growth API			421						378			
Base API			383						405			
Target												
Growth												
Met Target												

Table 2 - Title III Accountability (District Data)

AMA0 1	Annual Growth			
	2008-09	2009-10	2010-11	2011-12
Number of Annual Testers	851	792		749
Percent with Prior Year Data	94.8	100		100
Number in Cohort	807	792		749
Number Met	488	503		409
Percent Met	60.8	64		55
NCLEB Target	51.6	53.1		54.0
Met Target	Yes	Yes		Yes

AMA0 2	Attaining English Proficiency			
	2008-09	2009-10		2010-11
	All Students	Years of EL Instruction Less Than 6	More Than 6	Years of EL Instruction Less Than 6
Number in Cohort	424	503	374	582
Number Met	182	163	213	169
Percent Met	42.9	27.5	57	29
NCLEB Target	30.6	17.4	41.3	18.7
Met Target	Yes	Yes	Yes	Yes

AMA0 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	(Pending)	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	97	100	100	0	100	-	100	100	-	-
Number	-	-	-	-	-	-	-	-	-	-	-	-
At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
Percent	-	-	-	-	-	-	-	-	-	-	-	-
At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
AYP Target	44.5*	55.0*	67.0*	44.5*	55.0*	67.0*	44.5*	55.0*	67.0*	44.5*	55.0*	67.0*
Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
AYP Criteria	Yes	Yes	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 Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	-	-	-	100	-	100	-	-	-
Number	-	-	-	-	-	-	-	-	-	-	-	-
At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
Percent	-	-	-	-	-	-	-	-	-	-	-	-
At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
AYP Target	44.5*	55.0*	67.0*	44.5*	55.0*	67.0*	44.5*	55.0*	67.0*	44.5*	55.0*	67.0*
Met	-	-	-	-	-	-	-	-	-	-	-	-
AYP Criteria	-	-	-	-	-	-	-	-	-	-	-	-

\* = AYP Target for Elementary/Middle Schools (2009=46.0%, (2010=56.0%), (2011=67.0%))

\*\* = AYP Target for High Schools (2009=44.5%, (2010=55.0%), (2011=66.7%))

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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	50	67	100	100	0	100	-	100	100	-	-
Number	-	-	-	-	-	-	-	-	-	-	-	-
At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
Percent	-	-	-	-	-	-	-	-	-	-	-	-
At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
AYP Target	47.5*	54.0*	64.0*	47.5*	54.0*	64.0*	47.5*	54.0*	64.0*	47.5*	54.0*	64.0*
Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	0	100	-	-	-	100	-	100	-	-	-
Number	-	-	-	-	-	-	-	-	-	-	-	-
At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
Percent	-	-	-	-	-	-	-	-	-	-	-	-
At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
AYP Target	47.5*	54.0*	64.0*	47.5*	54.0*	64.0*	47.5*	54.0*	64.0*	47.5*	54.0*	64.0*
Met	-	-	-	-	-	-	-	-	-	-	-	-
AYP Criteria	-	-	-	-	-	-	-	-	-	-	-	-

\* = AYP Target for Elementary/Middle Schools (2009=47.5%, (2010=54.0%), (2011=64.0%))

\*\* = AYP Target for High Schools (2009=43.5%, (2010=54.0%), (2011=64.0%))

**Table 5. California English Language Development (CELEDT) Data**

Grade	California English Language Development Test (CELEDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
12	2	12	3	18	9	53	1	6	2	12	17
Total	2	12	3	18	9	53	1	6	2	12	17

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

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

CPHS uses the ASAM School Report to evaluate performance level achieved. The three indicators selected by the school for yearly 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. Principal's 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 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-Litell (Algebra).
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 498 training or SBE-adopted instructional materials) (EPC)
 

All CPHS teachers meet the state's definition of a highly qualified teacher in that core academic subjects. Teachers have access to AB498 training to provide them with professional development aimed at assisting them in their delivery of the state content standards to students.

9. 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 Fernand 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 the school year in order to better meet the needs of the EL students.

In addition to mentoring from veteran teachers, the newest CPHS teacher completed the Beginning Teacher Support & Assessment (BTSA) program.
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 effective use of instructional time to provide all students access to English/language arts and Algebra I courses. CPHS uses math and reading interventions to help students gain the skills necessary to pass related components on the California High School Exit Examination (CAHSEE).
  11. Lesson pacing schedule (EPC)
 

While CPHS does not have a formal lesson pacing schedule, teachers offer all requirements needed to cover the California State Standards. Since CPHS is a continuation school, coursework is individualized and permits students to pace themselves according to their strengths and weaknesses.
  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 higher 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 math prep class that has been added to our offerings to help students pass the math portion of the CAHSEE.

Intervention materials include mathematics and English/language arts study guides prepared by the California Department of Education.

CPHS students may enroll in the CAHSEE prep course at the Culver City Adult School, if additional help is needed.
- Opportunity and Equal Educational Access
  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 setup 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 either school at CPHS, ROP classes at the high school, classes through the Verbo 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 homework written communication is in both English and Spanish. CPHS has an article published each time in "Culver Currents in Print" to provide Culver City residents with information about what is going on in the schools. CCUSD holds evening and Saturday workshops so parents can learn about homework expectations and the college application process.

The Free/Reduced Lunch Program is available to families of lower socio-economic status; 38% 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 39.32)

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

**Funding**

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.

**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	\$6361.00
<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.	\$8125.00
<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); Empower our Schools - CCEF *EIA is being reallocated to centralized services.	\$547
Total amount of state categorical funds allocated to this school	\$13,033.00

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)	\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$13,033.00

(2) For example, special education funds used in a School-Based Combined 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 hereby 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: 10-27-2011

Attested:

Merrill Turner

Typed Name of School Principal

Signature of School Principal

Date

Anthea 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 completing 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**

Funding Code Section 64001 requires that the SP5A 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
Marianne Turner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sherman Barlow	<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 Larier	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anita Medina	<input type="checkbox"/>	<input 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"/>
Marlene Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arnold Jernimo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janyra Mackeary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Merrill Santa Cruz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marta Wade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Laura Lee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

(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.

## The Single Plan for Student Achievement

### Culver City Middle School

School Name

19-84444-9057808

CIS Code

Date of this revision: December 5, 2011

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 Conkapp 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: 4801 Elenda St.  
Culver City, CA 90230  
E-mail Address: jonpearson@ccusd.org

### Culver City Unified School District School District

Superintendent: Patricia W. Jaffe  
Telephone Number: (310) 842-4220  
Address: 4034 Irving Place  
Culver City, CA 90232  
E-mail Address: patriciajaffe@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 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 thought.
- The sense of family and belonging is integral to our lives.
- Everyone has the right to preserve his/her dignity.
- Each person has the capacity for goodness.

### Culver City Middle School Vision Statement

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

### We will:

- Close achievement gap by bringing all significant subgroups to 800 or above.
- 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 2003-2010 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 1508 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 Brea Canyon 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 1980s, 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, 2010 California Longitudinal Pupil Achievement Data System (CALPADS), our student population is 42% Hispanic, 24% Caucasian, 20% African-American, 12% Asian, 2% Filipino, and 1% Pacific Islander. English language learners are 10% of our student population with 14% reclassified as fluent English Proficient. In excess of 25 languages are spoken on our campus. We are currently a Title 1 School with 46% 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/teaching environment which is good for all students, staff, parents and community. A collaborative effort through multiple media (i.e. webpages, 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 PTA, School Site Council, ELAC, and the Partner Partners Soccer Club. Free mental health and medical services are available to students through a partnership with the Veneta 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 affects change and leads to achieving goals.

Culver City Middle School strives to obtain 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. Academic, 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. A majority of our teachers have and use LCD projectors. We have a fully staffed library with computers. We foster a college-preparatory culture through our AYD 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, socioeconomically disadvantaged students, 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 five years; however, we leveled off this past year scoring 829. We are very proud of what we are doing to close achievement gaps; however, our English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroup did not make AYP in both math and English. This year, CCMS made the Adequate Yearly Progress (AYP) under the No Child Left Behind Law (NCLB) in 24 of our 33 Subgroups.

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

Subgroup API 2010-2011 Growth  
African American 795 +2  
Asian 836 +19  
Hispanic 774 -9  
White 896 +4  
Socio-Disadvantaged 769 +1  
English Learners 695 -5  
Students W/Disabilities 558 +37  
2010 Target in ELA: 87.6%  
2010 Target in math: 58.5%  
School-wide percentage of students who met AYP in ELA: 64.5%  
School-wide percentage of students who met AYP in math: 60.3%  
CCMS did not make AYP in ELA.  
CCMS did make AYP in math.

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).  
Percentage of EL students meeting AYP in ELA: 33.3%  
Percentage of EL students who met AYP in math: 37.5%

Special Education: The RSP students performed below the level of our school-wide population in ELA and math on the CST.  
Percentage of Special Education students who met AYP in ELA: 25%  
Percentage of Special Education students who met AYP in math: 19%

Title I: Title I students performed below the level of our school-wide population in math on the CST.  
Percentage of Title I students who met AYP in ELA: 50.4%  
Percentage of Title I students who met AYP in math: 47.5%

Hispanic: Hispanics performed below the level of our school-wide population in math on the CST.  
Percentage of Hispanic students who met AYP in ELA: 52.4%  
Percentage of Hispanic students who met AYP in math: 49.5%

However, every subgroup improved from our 2010 API scores with the exception of our English Learners and Hispanic students.

## B. Surveys

As a California School-to-Watch, we are required to perform a Self-Study every three years. The four components of "School 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 maintaining 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 an 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 demassing 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 providing classroom environments in which students feel safe, nurtured, and confident in their abilities. Teachers work to build these values throughout the course of the year. As such, 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/lecturer/SSR every Tuesday through Friday. During this time, identified students access Success Maker to assist them in basic math and English skills, our GATE students meet and execute enrichment activities, and most other students participate in Sustained Silent Reading.

At CCMS, it is a school-wide ambition to instruct students with the latest research-based instructional practices. The staff is trained in 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.

In addition, teachers have been trained in strategies to improve EL achievement provided by Dr. Kate Kinshell, a renowned expert in the field of academic language acquisition. Currently, our ELD department is participating in professional development workshops with Carole Farrand which includes classroom observations and feedback specific to the strategies presented. Moreover, our ELD department presents these strategies during monthly staff meetings. Lastly, how effectively teachers use these strategies are included in evaluation criteria.

We also 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 gap" among our diverse body of students.

Our high level of commitment to focus on the area of technology is evident. Over 80% of our teachers utilize LCD projectors with streaming video resources 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 LAOCE 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 tests, 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 "exceptional", "adequate", "limited", and "minimal".

### Program Elements Rating

1. Alignment of curriculum to state standards: Exceptional
2. Curriculum and instructional strategies supported by scientifically based research: Exceptional
3. Regular use of assessments including diagnostic, benchmark, and department level common assessments: Exceptional
4. Use of assessment results to modify classroom instruction: Adequate
5. Timely intervention support provided as needed: Adequate
6. Evidence of high expectations for all students: Exceptional
7. Availability and use of instructional technology integrated into instruction: Adequate
8. Curriculum and instructional program evaluated on a regular basis: Exceptional
9. All teachers and instructional paraprofessionals are highly qualified: Exceptional
10. Professional development directly related to classroom instruction and embedded in daily activities: Exceptional
11. Professional development includes follow up monitoring and support: Adequate
12. Opportunities available for teacher collaboration and mentoring: Exceptional
13. Common planning time included in schedule and used effectively: Exceptional

CCMS top three program elements with the highest ratings:

1. Alignment of curriculum to state standards.
2. Curriculum and instructional program evaluated on a regular basis.
3. Common planning time included in schedule and used effectively.

CCMS target growth for three program elements with the lowest ratings:

1. Timely intervention support provided as needed.
2. Use of assessments results to modify classroom instruction.
3. Availability and use of instructional technology integrated into instruction.

**V. Description of Barriers and Related School Goals**

Possible underlying causes for low performance:

- lack of funding and infrastructure for technology
- lack of intervention time during school day
- poor attendance during after-school intervention programs

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 Galileo 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, literary 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 according to AYP.
- Revise curricular plans to address the needs of all students.
- Utilize instructional aides for targeted instruction.
- Provide technology to improve communication, including training.
- Administer multiple assessments to improve teaching strategies.
- Offer parent education and participation opportunities through ELAC.
- Ongoing Staff Development, including summer staff development, conferences, supplemental reading materials, continued training on differentiated instruction, multiple intelligences, best practices, etc.
- Continue to encourage writing across curriculum.
- Provide regular communication between home and school.
- Provide a safe learning environment, i.e. 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.

**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><b>SCHOOL GOAL #1</b> (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, 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.</p>	
<p>Student groups and grade levels to participate in this goal: All students grades 6,7, and 8</p>	<p>Anticipated annual performance growth for each group: Improved performance on CST as defined by NCLB requirements</p>
<p>Means of evaluating progress toward this goal: School records Benchmark Assessments Success Maker Reports CST Scores</p>	<p>Group data to be collected to measure academic gains: Benchmark Assessments CST Scores</p>

SCHOOL GOAL #1	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p><b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p> <p>Staff, including counselors, teachers, coordinators, and administration will analyze CST scores, Galileo Benchmark assessments, grades, and other relevant assessments to identify areas of need and provide interventions to support these students. Benchmark assessments will be analyzed and the information will be used to provide preteaching both whole group and in small flexible groups. The administration and staff will continuously monitor student progress and make appropriate placement adjustments and determine additional intervention support services.</p> <p>The ELD Specialist, Assistant Principal, and EL Counselor will organize Parent Meetings (ELAC) to distribute program information, including Home School Compact and collaborate about the needs of EL students and families, then provide formal parent training that help parents of EL students better support their child's learning.</p> <p>Instructional Aides will be used to provide instructional support in EL classrooms and to translate during Parent Meetings. All correspondence between school and home will also be translated.</p> <p>Professional Development, materials, and support will be provided by the ELD Specialist.</p>	September, 2011-June, 2012	Administrators, counselors, faculty, ELD coordinators	0	n/a
<p>Upgrade and infuse technology into ELA courses to improve student engagement and to pair the auditory input with visual input. Specifically, we will upgrade computers and purchase Success Maker software to support achievement in ELA for all of our students. The computer lab will be staffed with a classified employee trained in effective use of Success Maker software and Galileo benchmark assessments.</p>	September, 2011-June, 2012	Administration, technology committee, classified staff	\$53,200.00 \$26,400.00	Title I SI
<p>Provide a supplemental "Academic Language Development" class to our English Learners that provides targeted instruction in academic language for our EL students.</p>	September, 2011-June, 2012	EL teacher	\$43,568.00	EIA
<p>In order to be more proficient on the writing strand of the CST and the 7th grade writing exam, teachers will utilize writing rubrics, implement "Step Up to Writing" curriculum in SDAIE classes, and use data from ELA benchmark assessments to reteach writing strategies to students that are not yet proficient.</p>	September, 2011 - June, 2012	ELA teachers	0	n/a

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
Professional Development opportunities, including attending the California League of Middle Schools Conference, will be provided to support ELD instruction, including trainings by qualified consultants which focus on SOAIE, high engagement strategies, and academic language using the ELA curriculum.	November, 2011-June, 2012	ELD coordinator, administration, counselors	\$10,250.00 \$6,000.00	Title 1 SI
Teachers working in Teams will be given time through Staff Development days before the school year begins, during common, grade-level prep periods, and monthly trainings to learn about the technology component of West Ed/Gallileo, to collaborate to identify "essential standards," analyze data, and discuss "best practices" to be used in the classroom.	September, 2011 - June, 2012	Certificated faculty	\$4,500.00	SI
Offer Supplementary Educational Services to students scoring "Below Basic" and "Far Below Basic."	September, 2011 - June, 2012	Educational Services	0	n/a

## VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (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, 78.4% of our Students with Disabilities will score "Proficient" or "Advanced" on the California Standards Test in English/Language Arts and 79% will score "Proficient" or "Advanced" in math. Alternatively, this subgroup may make safe harbor to achieve the AYP federal targets.	
Student groups and grade levels to participate in this goal: Special Education students Grade 6, 7, 8	Anticipated annual performance growth for each group: Improved performance on CST as defined by NCLB requirements
Means of evaluating progress toward this goal: School Records Success Maker Reports CST scores	Group data to be collected to measure academic gains: Benchmark Assessments CST scores

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
Staff, including counselors, teachers, coordinators, administration, and parents will determine how to best meet the needs of Special Education students utilizing data analysis of CST, academic grades, and other relevant assessments.	September, 2011-June, 2012	Special education department meetings, IEP meetings	0	n/a
Staff will provide on-going assessments for each student and they will use the information to inform their instruction including pre-teaching and re-teaching standards not yet mastered.	September, 2011-June, 2012	Administration, counselors, special education department, parents	0	n/a
All aides will work under the supervision of certificated personnel. They will work directly with students for a minimum of 80% of the time. An instructional aide may spend no more than 20% of the time on clerical tasks.	September, 2011-June, 2012	Special education teachers, administration	0	n/a
An Individualized Education Plan (IEP) is developed for each Special Education participant by paraprofessionals and appropriate personnel. Continuous monitoring and adjustments are made as assessments are analyzed to ensure students are progressing towards mastery of the grade level standards. All staff members that work directly with the student will be aware of the child's IEP goals and will work collaboratively to support the student in achieving the goals of the IEP.	September, 2011-June, 2012	Administrator, counselor, psychologist, special education teacher, general education teacher	0	n/a
Staff will ensure that students in special programs are mainstreamed into regular classes as appropriate.	September, 2011-June, 2012	Administrator, counselor	0	n/a
Special education students will be clustered, as defined by their IEP, and supported with instructional aides.	September, 2011-June, 2012	Administration, teachers, aides	0	n/a
Teachers will provide differentiated instruction that will accommodate and modify curriculum to address unique needs of students.	September, 2011-June, 2012	Teachers	0	n/a
Purchase and utilize Renaissance Learning program as part of Learning Center to support our Special Education students in meeting grade level standards.	September, 2011 - June, 2012	Teachers	\$2,500.00	SI
Implement a Learning Center model where Special Education students enroll in general education classes for core academic subjects and access the Learning Center during their elective period. During this time, they will receive targeted interventions that include support in meeting IEP goals and grade level standards.	September, 2011 - June, 2012	Teachers	0	n/a
Install Success Maker software in the Learning Center for exclusive use by Students with Disabilities.	November, 2011 - June, 2012	Teachers	0	n/a

**VI. Planned Improvements In Student Performance (continued)**

<b>SCHOOL GOAL #3</b> (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 60.3% to 79% 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.	
Student groups and grade levels to participate in this goal: All students Grade 6, 7, 8	Anticipated annual performance growth for each group: Improved performance on CST as defined by NCLB requirements
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

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
Staff, including counselors, teachers, coordinators, and administration will analyze CST scores, Galileo Benchmark Assessments, grades and other relevant assessments to identify areas of need and provide interventions to support these students. They will continuously monitor student progress and make appropriate placement adjustments and determine additional support services.	September, 2011 - June, 2012	Administrators, counselors, faculty	0	n/a
Upgrade and infuse technology into math courses to improve student engagement. Specifically, we will upgrade computers and purchase Success Maker software to support math achievement for all of our students. The computer lab will be staffed by a classified employee trained in Success Maker software and Galileo Benchmark assessment.	September, 2011 - June, 2012	Administration, technology committee, teachers, classified staff	\$53,200.00 \$26,400.00	Title 1 SI
Professional Development opportunities will be provided to support ELD instruction, including trainings by qualified consultants which focus on SDAIE, high engagement strategies, and academic language.	July, 2011 - August, 2011	Administration, teachers	\$10,250.00 \$5,000.00	Title 1 SI
Administration will evaluate and report data from the Intervention/Enrichment programs to CCMS Site Council, Title 1, and ELAC at the end of the 2011-12 school year. Evaluation will be based on data acquired from Galileo Benchmark Assessments, Success Maker reports, 2011 CST data, and academic grades and by surveying students, teachers, and parents.	September, 2011 - June, 2012	Administration	0	n/a
Provide supplementary instruction for 6th, 7th, and 8th grade students not yet proficient in mathematics.	September, 2010-June, 2011	Title 1 teacher	\$36,500.00	Title 1
Teachers working in Teams will be given time through Staff Development days before the school year begins, during common prep time, grade-level prep periods, and monthly trainings to learn about the technology component of West Ed/Galileo. These Teams will collaborate to identify "essential standards," analyze data, and discuss "best practices" to be used in the classroom.	September, 2011 - June, 2012	Certificated faculty	\$4,500.00	SI
Offer Supplementary Educational Services to students scoring "Below Basic" and "Far Below Basic."	September, 2011-June, 2012	Administrators, Director of Special Programs	0	n/a
Administration will conduct frequent "walk throughs" to ensure strategies learned in Professional Development are implemented.	September, 2011 - June, 2012	Administration	0	n/a

**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #4</b> (Based on conclusions from Analysis of Program Components and Student Data pages) Assisting students who are not meeting grade level performance standards as measured by progress reports, SETs, and counselor recommendations, in order to adequately prepare them to be successful in high school and beyond.	
Student groups and grade levels to participate in this goal: Students who receive a "D" or "F" on a quarter/semester report card.	Anticipated annual performance growth for each group: Overall, better grade-point averages and 100% of our 8th graders eligible to participate in promotion activities. Improved performance on CST as defined by NCLB requirements.
Means of evaluating progress toward this goal: Student Records	Group data to be collected to measure academic gains: Student Records CST

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
After school tutoring programs will be available to students who have not yet mastered core standards.	September, 2011 - June, 2012	Certificated faculty	\$27,500.00	SI
Offer three hours per week of intervention to 8th graders who have received a failing grade in one or more of their subjects on their quarter/semester report card. Students will receive extra help on classwork/homework. They will remain in the class until the end of the year or receive a passing grade. By attending the class and improving their grade (no F's), they will also earn the right to participate in 8th grade promotion ceremonies.	November, 2011-June, 2012	Administration, faculty, counselors	\$25,000.00	Title 1
Administration and certificated faculty will survey teachers regarding which Intervention Programs they would be interested in teaching.	September, 2011	Administration	0	n/a
Administration will write and publish Intervention School Program Directory for each session offered. It will contain information for students, staff, and parents detailing description of classes offered, schedule, and enrollment instructions and deadlines.	September, 2011	Administration, Classified staff	0	n/a
Administration will submit personnel requisitions to the district business office for each teacher who is paid to direct an Intervention/Enrichment Program	October, 2011	Administration, Classified staff	0	n/a
Teachers will develop lists of students who enroll in Intervention/Enrichment Programs as well as attendance sheets for each class and keep on file.	November, 2011-June, 2012	Faculty	0	n/a
Student referrals will come from teachers, counselors, and Administrators based on CST scores, Benchmark Assessments, Success Maker reports, and classroom assessments.	October, 2011 - June, 2012	Administration, Counselors, Certificated faculty	0	n/a
Administration will do an evaluation of the Intervention/Enrichment Programs by surveying students and teachers and looking at assessment data.	June, 2012	Administration	0	n/a
Administration will report Intervention/Enrichment Program process, budget, and evaluation to CCMS Site Council, Title 1, and ELAC after each session the program is offered.	June, 2012	Administration	0	n/a
Principal and identified staff will attend a series of Program Improvement workshops that focus on strategies to improve student engagement and achievement.				

VII. Annual Year-End Evaluation of School Plan Objectives

Culver City Middle 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
Assist English Learners to improve performance in the classroom and on the CST in ELA and math. By the end of the year, 67.6% of our English Learners will score "Proficient" or "Advanced" on the CST in ELA and 68.5% will score "Proficient" or "Advanced" in math.	Not met
Assist Students with Disabilities to improve performance in the classroom and on the CST in ELA and math. By the end of the year, 67.6% of our Students with Disabilities will score "Proficient" or "Advanced" on the CST in ELA and 68.5% will score "Proficient" or "Advanced" in math.	Not met
Assist students who scored "Far Below Basic" or "Below Basic" in ELA and/or math on the CST. By the end of the year, each of these students will improve their score 1 level on the CST.	Not met - 43% of our students improved 1 or more levels (124/287)

Assist students who are reaching a "D" or "F" grade 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.

Ensuring that all students are assessed with formative assessments and that the data is used to build a culture of continuous improvement. Teachers will be given the opportunity to analyze the data and collaborate to discuss intervention strategies. By the end of the year, 67.6% of our students will score "Proficient" or "Advanced" on the CST in ELA and 68.5% will score "Proficient" or "Advanced" in math.

Narrative Explanation for each objective not met:  
Even though we did not meet our goals this year, we did witness improvement in some areas. Students performing below proficient will be provided research-based intervention to support them in meeting the standards. Gallatin Benchmark assessments will be used to monitor student progress and to be used as a tool for identifying standards that need reteaching whole class and in small flexible groups. The administration will conduct frequent walk-throughs of classrooms to ensure that strategies learned in professional development are implemented. The new Learning Center model for Students with Disabilities has been implemented and will support SWD in meeting grade level standards. SDAIE teachers will be receiving training from two consultants this year that focus on SDAIE strategies, high engagement strategies, explicit teaching of academic language, and comprehension strategies. The rising AYP target has been challenging for our significant subgroup; therefore, we will set future targets to reach "Safe Harbor" which can be realistically achieved.

Total number of School Plan Objectives: 5  
Total number of School Plan Objectives met: 0  
Percentage of School Plan Objectives met: 0%

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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number included	1488	1514	1,508	319	302	300	292	281	190	179	175	
Growth API	809	828	828	876	860	892	783	796	902	917	906	
Base API	797	807	829	859	875	890	774	781	793	903	900	917
Target	3	A	A	A	A	A	5	5	5	A	A	A
Growth	12	22	0	16	15	6	9	12	2	-1	17	18
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number included	627	641	637	338	302	286	822	855	710	121	110	117
Growth API	796	793	774	696	701	695	750	766	769	576	521	596
Base API	745	738	783	702	697	701	729	749	788	622	604	621
Target	5	B	5	5	5	5	5	5	5	14	12	14
Growth	11	25	-9	-4	4	-8	21	19	1	54	-43	37
Met Target	Yes	Yes	No	No	No	No	Yes	Yes	No	Yes	No	Yes



Table 2 - Title III Accountability (District Data)

AMAQ 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Teachers	831	782	749
Percent With Prior Year Data	94.8	100	100
Number in Cohort	807	782	749
Number Met	488	503	408
Percent Met	60.5	64	56
NCLB Target	51.6	53.1	54.5
Met Target	Yes	Yes	Yes

AMAQ 2	Assessing English Proficiency					
	2008-09	2009-10		2010-11		
All Students	Years of EL Instruction	Less Than 5	More Than 5	More Than 5		
		Number Met	424	693	374	683
Percent Met		182	103	213	198	180
NCLB Target		42.9	27.5	57	29	49
Met Target		Yes	Yes	Yes	Yes	Yes

AMAQ 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	(Pending)	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAQ 3	No	No	No

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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	899	997	971	242	296	283	189	172	177	134	145	146
Percent	60.4	55.9	64.5	75.9	70.0	78.8	95.1	89.8	80.8	76.3	81.0	83.4
AYP Target	48.0*	58.8*	67.6*	48.0*	58.8*	67.6*	46.0*	58.8*	67.6*	48.0*	58.8*	67.6*
Met	Yes	Yes	No	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 with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	99
Number	304	382	334	113	111	96	246	303	388	35	25	29
Percent	48.5	68.5	52.4	33.4	38.8	33.3	47.1	53.9	50.4	28.7	22.7	26.0
AYP Target	48.0*	58.8*	67.6*	48.0*	58.8*	67.6*	46.0*	58.8*	67.6*	48.0*	58.8*	67.6*
Met	Yes	Yes	No	No	No	No	Yes	Yes	No	Yes	No	No

\* = AYP Target for Elementary/Middle Schools (2009=48%), (2010=58.8%), (2011=67.6%)  
 = AYP Target for High Schools (2009=44.5%), (2010=55.0%), (2011=65.7%)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2010	2011	2008	2010	2011	2008	2010	2011	2008	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	812	885	907	224	241	285	140	129	144	129	143	151
Percent	54.6	59.5	60.3	70.2	66.6	73.6	48.7	44.2	49.5	78.3	79.9	86.3
AYP Target	47.5*	58.0*	54.8**	68.0*	43.5**	47.5*	43.5**	58.0*	54.8**	47.5*	43.5**	47.5*
AYP Criteria	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/ Disabilities		
	2008	2010	2011	2008	2010	2011	2008	2010	2011	2008	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	99
Number	272	315	315	115	103	108	223	282	337	35	20	22
Percent	43.4	48.1	48.5	34.0	34.1	37.5	42.7	44.6	47.5	28.7	18.2	19.0
AYP Target	43.5**	54.8**	54.8**	43.5**	54.8**	54.8**	47.5*	58.0*	54.8**	47.5*	43.5**	47.5*
AYP Criteria	No	Yes	No	No	No	No	Yes	No	No	Yes	No	No

\* = AYP Target for Elementary/Middle Schools (2008=47.5%), (2010=58%), (2011=58.5%)  
 \*\* = AYP Target for High Schools (2008=43.5%), (2010=54.8%), (2011=58.1%)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	
6	2	5	17	39	19	43	4	9	2	5	44
7	5	12	19	46	12	29	5	12			41
8	7	15	27	58	13	27	1	2			48
Total	14	11	63	47	44	33	10	8	2		133

## 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 West Ed/Gallieo Benchmark Assessments which is given three times throughout the year, teachers analyze data to determine which grade-level standards their students performed poorly on. This year, we have invested in Success Maker, which will be assessed primarily by our English Learners. Students with Disabilities, and students who scored "Basic," "Below Basic," and "Far Below Basic" on the 2011 CST. Advisors will collect reports and support individual progress. In addition, we 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 exceeding performance goals.

4. Principals' 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 exceeding performance goals.

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5. Sufficiency of credentialled 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 credentialled 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. All teachers have been trained on differentiated instruction and read Robert Marzano's "Classroom Instruction that Works." In addition, teachers are currently being trained during monthly meetings on effective strategies to engage English Learners by Carole Ferrand. Lastly, teams will present effective strategies they are currently using to motivate and challenge their students while reading, "Teach Like A Champion," by Doug Lemov.

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/Gallieo program. For the past few years, teachers met to prepare in August for the upcoming school year and continue to meet and discuss during monthly Staff Meetings and 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 Gallieo data base. Those teachers are then given the opportunity to share with their peers. Last year, our focus is on collaboration through "learning walks" and peer-to-peer conferences about their observations. This year, we have invested in Success Maker and will train staff to effectively utilize the program 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 Gallieo 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 roles previously done by a "Teacher On Special Assignment" (TOSA) to implement the Gallieo 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, our English Language Development Coordinators are working closely with administration and faculty to provide resource support in order to improve the academic achievement of our EL students.

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)

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.

CCMS is exceeding performance goals.

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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 lesson/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 Staff Development in August and continues throughout the year during common grade-level prep periods. At these meetings, teachers discuss student progress and opportunity for interventions, which may take place during the class period through differentiated instruction or 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 for homework and to use as a resource. We currently have four computer labs and each teacher has at least one computer in the classroom with Internet access. 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 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-Brown/National Geographic, titled "INSIDE" for our English Learners. Our intervention program uses a combination of intensive 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 (SSR), Time Tracker student organizer, behavior 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 and English Learner students are placed in the least-restrictive environment whenever possible to ensure a challenging curriculum for all. Counselors are armed with the data to place/remove students from interventions and intervention teachers are armed with the data (ATI and Galileo/Week/Ed benchmark data) to remediate students in their areas of need.

CCMS is exceeding performance goals.

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

At CCMS, it is a school-wide ambition to instruct students with 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. Kate Kinella conferences and online workshops. In addition, Carole Ferrand has been working with our District for the past two years to improve engagement strategies that will support our English Learners. 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 829 score on the 2011 API and five out of seven significant subgroup scores showed tremendous gains. We are also making strides at closing the "achievement gaps" among our diverse student body.

CCMS is exceeding performance goals.

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

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, afterschool 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 CST's or maintain their "advanced" status by offering our gift card raffle again this year.

CCMS is exceeding 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 Culver City Youth Health Center, which offers individual counseling and group counseling in areas relating to grief, divorce, substance abuse, etc. We have a health clinic on campus where students can be referred for medical care and family life information. We have close relationships with the Didi Hirsch Mental Health Center as well as our police department, which provides us with one School Resources Officer for support.

Students at CCHMS are actively involved in the decision-making process. The main office has a friendly open door policy and a "student/parents as customers" attitude exists at the school. Suggestion boxes are located at various locations on campus. Teachers are encouraged to implement and analyze feedback surveys from students/parents to assist them in program modification. We have an active Student Council with representation from all homeroom classes. There are also student representatives to PTSA and the School Board.

CCHMS is exceeding performance goals.

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

We are always looking to enhance parent involvement at CCHMS. We have launched a new 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 recently created a Parent Involvement Policy which was presented at a CCHMS Volunteer Orientation. 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 (Partner 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, 5th Grade Orientation, parent nights, coffee and chats with the principal, music concerts, etc.

CCHMS 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 (§ CCR 3952)

The learning community at CCHMS 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, CST and Benchmark Data is analyzed and strategies for interventions are discussed. Effectiveness of teaching practices and programs are consistently critiqued. A culture of continuous improvement is sustained.

CCHMS is exceeding performance goals.

Funding

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

Categorical funds that enable underperforming students to meet standards are currently funding personnel, books, trainings, tutors, supplies, and Success Maker. Specifically, our Title I monies are spent on faculty, technology upgrades, Success Maker, Saturday Success Academy, and professional development. Our School Improvement funds are used for extra hours for a bilingual aide to spend in classrooms supporting our English Learners, EL support materials, and translation during parent meetings. In addition to classified staff, Team Leaders, Saturday School personnel, after school tutoring, professional development, technology, and Orientation support.

CCHMS is exceeding 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"/> Economic Impact Aid State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	\$50,121.00
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	\$177,997.00
Total amount of state categorical funds allocated to this school	\$208,118.00
<b>Federal Programs under the Child Left Behind (NCLEB)</b>	
<input checked="" type="checkbox"/> Title I, Part A, Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	Allocation \$187,407
Total amount of federal categorical funds allocated to this school	\$187,407.00
<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$395,525</b>

(3) For example, special education funds used in a School-based Coordinator 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):
 

<input type="checkbox"/> State Compensatory Education Advisory Committee	_____
<input checked="" type="checkbox"/> English Learner Advisory Committee	_____
<input type="checkbox"/> Special Education Advisory Committee	_____
<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee	_____
<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement	_____
<input type="checkbox"/> Compensatory Education Advisory Committee	_____
<input type="checkbox"/> Departmental Advisory Committee (secondary)	_____
<input type="checkbox"/> 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:

Jon Pearson

Typed Name of School Principal

Signature of School Principal

Date

Patti Augenstein

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:**

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.

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**Appendix F - School Site Council Membership: Culver City Middle School**

Education Code Section 94001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to be 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	[X]	[ ]	[ ]	[ ]	[ ]
Patti Aygenstein	[ ]	[ ]	[X]	[ ]	[ ]
Robert Keiser	[ ]	[X]	[ ]	[ ]	[ ]
Emily Yendewer	[ ]	[X]	[ ]	[ ]	[ ]
Talena Tsaltsali	[ ]	[X]	[ ]	[ ]	[ ]
Brent Miller	[ ]	[ ]	[ ]	[X]	[ ]
Chloe Paspa	[ ]	[ ]	[ ]	[X]	[ ]
Sue Procto	[ ]	[ ]	[ ]	[X]	[ ]
Scott McDowell	[ ]	[ ]	[ ]	[X]	[ ]
Breana Guthrie	[ ]	[ ]	[ ]	[X]	[ ]
Josephn Wilson - Alternate Administrator	[ ]	[ ]	[ ]	[ ]	[ ]
Numbers of members of each category	1	3	4	5	[ ]

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

## The Single Plan for Student Achievement

### El Marino Elementary School

School Name

19-64444-6012678

CDS Code

Date of this revision: 10/28/2011

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, 415172, 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:

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### Culver City Unified School District

School District

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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 higher 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 Marino Language School (EM), one of five Elementary schools in the Culver City Unified School District (CCUSD), houses the Spanish Immersion Program (SIP) founded in 1971, and the Japanese Immersion Program (JIP), which began in 1992. EM serves 754 students, of these 516 participate in the SIP and 246 participate in the JIP.

EM is located in the suburban community of Culver City, California which has a population of 41,484 (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.

Pinkindergarten, Head Start and other feeder programs and schools  
EM students, grades K-5, share their site with State Preschool, Infant and Toddler Center and Culver Park High School (CPHS). The campus shares outdoor play areas with El Marinero Park, which is staffed by Culver City Parks and Recreation Personnel. Before-and after-school child care programs are housed at El Marinero 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 makeup of the student body  
The ethnic composition of the students includes 34% Hispanic/Latino, 5% African American, 29% Caucasian, 20% Asian, and 11% multiple ethnicities.

While English is the primary language of most of our students, we have 14 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, 149 students are classified as English Learners (ELs), an increase from 138 ELs in 2009, which was an increase from 94 students in 2008. For the first time, ELs were included in 2011 as a significant subgroup for API and AYP reporting considerations. English Learners comprise 20% of our student population, when factoring in the 34 former English Learners who are now Reclassified as Fluent English Proficient, the percentage increases to 24% of our student population. An additional 21% are Fluent English Proficient speakers of other languages. 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, 28% 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 Marinero'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/bicultural and most of whom hold bilingual certification. El Marinero also benefits from a full-time Physical Education teacher, as well as Inherent School Psychologist and Resource, English Language Development, and Special Language Specialist. 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 11,907 titles of books, with duplicate copies, the library houses 14,137 books. It also has 2,713 titles of textbooks and 28,137 copies of these textbooks. The library is automated with four PC computers. All of the 3 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, Encyclopedias, 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. Fifth grade students have additional time to create and edit their bi-monthly newsletters.

All classrooms have an overhead projector and a CD/DVD cassette player. All upper-grade classrooms share wall-mounted TV/VCR/DVD units and other classes share multimedia carts. All 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. All other classrooms are equipped with LCD projectors and document cameras, and all JIP teachers have laptop computers, purchased through the federal FLAP grant aimed at improving the Japanese and Spanish Language Programs.

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 Leading Library, online video streaming from California Streaming, and duplication and closed broadcast rights for the RETAC instructional video collection through the Los Angeles County Office of Education (LAOCOE).

#### IV. Comprehensive Needs Assessment Components

##### A. Data Analysis (See Appendix A) SPRING 2010 DATA - OVERVIEW AND CONCLUSIONS

El Marinero 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 does transfer to English academic achievement. Our API score of 931 is well above the 800 goal set by the State of California, with a 14-point growth from the 2010 API score of 917. Longitudinally, this API score reflects a net increase of 35 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 - 937 (a 10-point increase); Asian Subgroup - 922 (a 5-point decrease); Hispanic Subgroup - 891 (a 35-point increase); White Subgroup - 968 (a 15-point increase); Socioeconomically Disadvantaged Subgroup - 853 (a 21-point increase); English Learners Subgroup - 851 (a 25-point increase); and Students with Disabilities - 895 (a 24-point increase). 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 78.6% of our students scored at proficient or above in English Language Arts (ELA) and student subgroups made progress or met AYP growth targets as reflected in the following: Asian Subgroup - 71.7%; Hispanic Subgroup - 71.3%; African American Subgroup - 88.5% (representing only 38 scores and therefore not considered numerically significant); White Subgroup - 90.2%; English Learners Subgroup - 51.8%; Socioeconomically Disadvantaged Subgroup - 64.4% (representing only 73 scores and therefore not considered numerically significant); Students with Disabilities Subgroup - 75% (representing only 24 scores and therefore not considered numerically significant); Two or More Races - 80.8% (representing only 11 scores and therefore not considered numerically significant). With a 67.6% target proficiency goal for ELA, data shows that ELA 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 68.6%, with 88.6% of our students nationwide scoring at proficient or advanced in math. Additionally, all subgroups exceeded the target as well: Asian Subgroup - 82.5%; Hispanic Subgroup - 78.7%; African American Subgroup - 88.6% (representing only 38 scores and therefore not considered numerically significant); White Subgroup - 86.4%; English Learners Subgroup - 64%; Socioeconomically Disadvantaged Subgroup - 74% (representing only 73 scores and therefore not considered numerically significant); Students with Disabilities Subgroup - 91.7% (representing only 24 scores and therefore not considered numerically significant); Two or More Races - 90.8% (representing only 11 scores and therefore not considered numerically significant). Two or More Races - 90.8% (representing only 11 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 Mariposa met two of the three AMAO targets (AMAO 1 - % of ELs Meeting Annual Progress in English - met [target: 54.6%; EMLS: 55%]; AMAO 2 - % of students attaining English Proficiency - met [target for ELs fewer than 5 years: 18.7%; EMLS: 29%]; target for ELs greater than 5 years: 43.2%; EMLS: 49%]; and AMAO 3 - % of Students Achieving Academic Standards - partially met [EL Participation Rate target: 95%; EMLS: 100%; CST ELA target: 87.8%; EMLS: 51.9%; CST Math target: 88.5%; EMLS: 94%].

By comparing Spring 2011 data with 2011 AYP targets, our current data show that two subgroups - Socioeconomically Disadvantaged and English Learners - did not meet the 2011 growth targets of 67.6% 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.

**E. Surveys**

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

Throughout the 2009-2010 school year, teachers and parents met to gather qualitative data concerning El Mariposa's current instructional program, including the role of homework across the grades. A survey sent home found that student 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. Armed 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.

Students in 6th 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 this year's implementation of the Caring Schools Communities curriculum, students now have a forum to voice any concerns that were previously not addressed.

**C. Classroom Observations**

Throughout the 2010-2011 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 who are piloting the Thinking Maps curriculum are using the 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, Johnson Spelling Inventory, Basic Fluency Skills Test (BFS17)
  - 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. In 2008 EM was designated a California Distinguished School for its commitment to academic excellence. From our 2000 designation as a California Distinguished School, 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 is currently under consideration for the distinction for the 2012 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 will be 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, \$594,000 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.

**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

**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 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:**

Word Analysis, Fluency, and Systematic Vocabulary Development  
 Reading Comprehension  
 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 practices
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

Conclusions from data and possible underlying causes of low performance of this group:

1. Science taught in target languages
2. Teachers unfamiliar with the new Science curriculum

**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: Based on 2009 World Language Content Standards for California Public Schools Language Learning Continuum: Content, Communication, Culture, Structures, Settings

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 general 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:

<p><b>SCHOOL GOAL #1</b>                  (Based on conclusions from Analysis of Program Components and Student Data pages)                  School Goal #1: Mathematics</p> <p>The percentage of students performing at the proficient or advanced levels in Mathematics on the California Standards Test will increase from 85% in 2010 to 87% in 2011 and increase by 2% each year thereafter. (2011 Target of 87% met [89.8%]. New target 89% for 2012.)</p>	
<p>Student groups and grade levels to participate in this goal:                  All students in grades 2-5</p>	<p>Anticipated annual performance growth for each group:                  2%</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>

SCHOOL GOAL #1	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p><b>Actions to be Taken to Reach This Goal</b>                      Consider all appropriate dimensions                      (e.g. Teaching and Learning, Staffing and Professional Development)</p> <p>Implement SuccessMaker differentiated software program to provide additional math facts support to students in need of remediation or enrichment.</p>	November-June	Software Purchase	\$35,000 \$20,000	Outside Sources PTA
<p>Implement ST Math software program as a Tier 1 intervention for all students in grades 2-5.                      Review concepts in English at the end of each chapter to reinforce transfer of concepts across languages.                      Provide lessons addressing different learning styles to accommodate diverse modalities.</p>	Sept-June	annual site license	\$3,000	SI
<p>Purchase appropriate supplemental curriculum resources, including manipulatives, literature books, technology and software to solidify conceptual development.</p>	Sept-June	Curriculum Resources	\$600	SI
<p>Provide individual and small group assistance to targeted students in need of additional support.</p>	Nov-May	Extra Assignment for teachers for intervention PLCs and/or after-school intervention classes	\$4,200	Outside Sources

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed</b> <b>Expenditures</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
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.  Provide professional development modeling SDAIE, high engagement strategies, sentence frames, and academic language in math to support EL students. (District professional development for all CCUSD K-3 teachers)	Sept-June	Sub days  Conference Attendance	\$1,000  \$100	SI District Sources
Implement math facts drills to encourage automaticity. Notify parents of students' facts passed/not passed.  Send summer facts info. & packet to reinforce addition, subtraction, multiplication and division facts during break.	November/March  June	Duplication	\$500	SI

## VI. Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #2</b> (Based on conclusions from Analysis of Program Components and Student Data pages) School Goal #2: English Language Arts	
The percentage of students performing at the proficient or advanced levels in English Language Arts on the California Standards Test will increase from 80% in 2010 to 83% in 2011 and increase by 3% each year thereafter. (2011 Target of 80% not met [79.6%]. New target 83% for 2012.)	
Student groups and grade levels to participate in this goal: Students in grades 2-5	Anticipated annual performance growth for each group: 3%
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

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed</b> <b>Expenditures</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
Provide release time for teachers to observe model lessons and incorporate effective practices into their instruction.  Provide professional development on effective reading instruction to build teacher capacity and expertise.  Provide professional development in using SDAIE and high engagement strategies during Open Court to support EL students in English Language Arts. (Pam Barret training for all CCUSD K-5 teachers)	Nov-June	Release time / Substitutes  Conference attendance	\$1,000  \$100	SI District-funds
Implement SuccessMaker differentiated software program to provide additional language arts support to students in need of remediation or enrichment.	Nov-June	reading intervention software	\$35,000 \$20,000	Outside Sources PTA
Provide individual and small group extended learning opportunities to targeted students in need of additional support.	Nov-May	Extra Assignment Salaries for teachers for PLC intervention and/or After-school intervention classes	\$4,200	Outside Sources

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
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.  Use OPAL Classroom Observation Protocol to support staff efforts and to monitor implementation of SDAIE strategies and ELD instruction.	Sept-June	Release Time/Subs	\$1,000	SI
Encourage home reading to reinforce fluency and accuracy, as well as encourage the love of reading.  Provide summer packets to students who need maintenance and support.	Sept-June  June	Duplication Costs	\$500	SI

**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	
<p>1. (AMAO 1) The percentage of English Language Learners who make adequate CELDT level progression will increase from 53.1% in 2010 to 54.6% in 2011 and increase according to AYP targets each year thereafter. (Target met [55%]. New target 57.5%.)</p> <p>2. (AMAO 2) The percentage of English Language Learners who make annual progress in attaining English-language proficiency will increase from 48.8% in 2009 to 53.8% in 2010. (New state AMAO 2 cohort definition produced different data and exceeded state targets: 29% of students in an EL program for fewer than 5 years [state target was 18.4%], and 49% of students in an EL program for 5 or more years [state target was 43.2%.] New target: 30% for students in an EL program for fewer than 5 years and 50% for students in an EL program for 5 or more years.</p> <p>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 17% in 2006 to 27% in 2007 and increase according to AYP targets each year thereafter. (2011 target of 67.8% not met [51.9%]. New target 78.4% for 2011.)</p> <p>4. (AMAO 3) The percentage of English Language Learners performing at proficient or advanced in Mathematics on the California Standards Test will increase from 48% in 2006 to 53% in 2007 and increase according to AYP targets each year thereafter. (2011 target of 73% exceeded [84%]. Keep target 79% for 2011.)</p>	
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

<b>SCHOOL GOAL #3</b>				
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
Train all K-3 teachers on new supplemental English Language Development program: "Language Central." (District Professional Development)  Establish and monitor consistent schoolwide plan to implement the ELD curriculum in grades K-5. (ELD Specialist support)  Provide professional development in content and language objectives for lesson design (DPAL training; district-provided ELD professional development).  Provide professional development in Data Analysis of EL progress to improve intervention efforts for English Learners (District Professional Development; Carole Ferraud ELD training).	Sept-June	Release time/Subs  Staff Training  ELD Specialist	\$1,000  \$1,800  District-provided	District Sources  FLAP  District Sources
Establish Professional Learning Communities aimed at targeting EL progress.  Use OPAL Classroom Observation Protocol to support staff efforts and to monitor implementation of SDANE strategies and ELD instruction.	Sept-June	Extra Assignment for teachers  Release Time/Subs	\$4,200  \$1,000	Outside Sources  SI
Implement SuccessMaker differentiated software program to provide additional ELD support to students to assist students in advancing ELD levels.	Nov-June	Curricular resources	\$35,000 \$20,000	Outside Sources PTA
Engage parents through English Learner Advisory Committee to create "buddy system" of target language and English language speaking families (ELAC recommendation).	Feb	---		
Create parent volunteer network to assist in a reading program, either in computer lab or in small group setting (ELAC recommendation).	Feb	Curricular resources - leveled readers, big books	\$3,500	ELAP SI

**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #4</b>	
(Based on conclusions from Analysis of Program Components and Student Data pages)	
School Goal #4: Science	
1. The percentage of students (5th grade) scoring at the proficient or advanced level in Science on the California State Standards Test will increase from 72% in 2009 to 77% in 2010 with a 5% increase each year thereafter. (Target of 83% not met [82%]. New target 88% for 2011.)	
<b>Student groups and grade levels to participate in this goal:</b> 5th Grade Students	<b>Anticipated annual performance growth for each group:</b> 5%
<b>Means of evaluating progress toward this goal:</b> CST data analysis	<b>Group data to be collected to measure academic gains:</b> CST Science

<b>SCHOOL GOAL #4</b>				
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 and utilize appropriate curriculum resources to develop science units of study.	Sept-June	Curriculum resources	\$500	outside sources
Strengthen teacher capacity and expertise in Science through professional development.	Sept - June	Staff Training Conference Attendance Sub days	\$500 \$500	outside sources - (UCLA partnership SI)
Establish target language performance objectives for science units in grades K-5 (JP FLAP objective).	Sept-June	Extra Assignment Sub days	\$35,000	FLAP

**VI. Planned Improvements in Student Performance (continued)**

<p><b>SCHOOL GOAL #5</b>                  (Based on conclusions from Analysis of Program Components and Student Data pages)                  School Goal #5: Spanish and Japanese Language Arts</p> <p>El Marino Language School has unique needs because of our language immersion program. For most of the school day in the primary grades, and close to half the school day in the upper grades, instruction is in the target language – Spanish or Japanese. Research demonstrates that most skills taught in target language do transfer to English. Therefore, there is a need for high quality instruction and curricular resources in target language. The Japanese Immersion Program has developed a K-5 curriculum for Japanese Language Arts; a committee of teachers revised this curriculum during 2003-2004. The committee also developed assessment rubrics in all areas. The Spanish Immersion Program is currently engaged in a similar process, with a draft curriculum currently being revised.</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                  NOELLA (Japanese) online assessments</p>

<b>SCHOOL GOAL #5</b>				
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 and utilize appropriate curriculum resources (SIP) to provide target language instructional materials.	March	Instructional Materials	\$18K (SIP)	FLAP-SLP
Purchase and utilize appropriate curriculum resources (JIP) to provide target language instructional materials.			\$50K (JIP)	FLAP-JLP
Improve target language vocabulary and conceptual development by integrating technology into learning (SIP).	March	Epson Brightlink Interactive or LCD projectors	\$30 K (SIP)	FLAP-SLP
Improve target language vocabulary and conceptual development by integrating technology into learning (JIP).		Document Cameras  Laptop computers	\$50K (JIP)	FLAP-JLP

<b>SCHOOL GOAL #5</b>				
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
Provide professional development opportunities to strengthen immersion instruction (SIP).	Sept. - June	Conference Att.	\$30K (SIP)	FLAP-SLP
Provide professional development opportunities to strengthen immersion instruction (JIP).		Sub Days	\$40K (JIP)	FLAP-JLP
		Curriculum Specialist	\$14K (SIP) \$21K (JIP)	
			\$60K (JIP) \$60K (SIP)	
Strengthen JIP immersion program through coordinated efforts K-12 and through parent education efforts.	Sept- June	Coordinator	\$30K \$30K	FLAP-SLP FLAP-JLP



VII. Annual Year-End Evaluation of School Plan Objectives

<b>El Mendocino Elementary School</b>	<b>Comprehensive School Plan</b>
<b>School</b>	<b>Annual Year-End Evaluation</b>
<b>of School Plan Objectives</b>	

Director: 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**

**Goal #1: Mathematics**  
The percentage of students performing at the proficient or advanced levels in Mathematics on the California Standards Test will increase from 85% in 2010 to 87% in 2011 and increase by 2% each year thereafter.

2011 Target of 87% met [89.5%]; New Target 89% for 2012.

**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 77% in 2010 to 80% in 2011 and increase by 3% each year thereafter.

2011 Target of 80% not met [79.8%]; New Target 83% for 2012.

**Goal #3**

**School Goal #3: English Language Development**  
1. (AMMO 1) The percentage of English Language Learners who make adequate CELDT level progression will increase from 53.1% in 2010 to 54.6% in 2011 and increase according to AYP targets each year thereafter.  
2. (AMMO 2) The percentage of English Language Learners who make annual progress in attaining English-Language proficiency will increase from 48.8% in 2008 to 53.8% in 2010. (New state AMMO 2 cohort definition produced different data and exceeded state targets: 29% of students in an EL program for fewer than 5 years [state target was 18.4%], and 49% of students in an EL program for 5 or more years [state target was 43.2%]. New target: 30% for students in an EL program for fewer than 5 years and 50% for students in an EL program for 5 or more years.  
3. (AMMO 3) The percentage of English Language Learners performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 17% in 2008 to 27% in 2007 and increase according to AYP targets each year thereafter.  
4. (AMMO 5) The percentage of English Language Learners performing at proficient or advanced in Mathematics on the California Standards Test will increase from 48% in 2008 to 53% in 2007 and increase according to AYP targets each year thereafter.

1. Target met [55%]; New target 57.5%.
2. Target met [29%, 49%]; New target 30%, 50%.
3. Target not met [51.5%]; New target 78.4%.
4. Target exceeded [84%]; Keep target 79%.

**Goal #4**  
The percentage of students (5th grade) scoring at the proficient or advanced level in Science on the California State Standards Test will increase from 72% in 2009 to 77% in 2010 with a 5% increase each year thereafter.

Target of 83% not met [82%]; New target 80% for 2011.

**Goal #5**  
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.

Per FLAP activities, baseline proficiency data were collected in 2011. Progress will be noted in 2012.

**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, well over the 2010 federal AYP target objective. 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 AMMO targets. While 3 of the 4 AMMO targets were met, ELs did not meet the ELA goal, which highlights the need for systematic, targeted ELD and SDAIE instruction that better meets their needs.

- Total number of School Plan Objectives: 7
- Total number of School Plan Objectives met: 4
- Percentage of School Plan Objectives met: 57%

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			
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Number Included	485	485	481	168	174	173	38	40	38	115
Growth API	908	917	931	944	953	968			937	914
Base API	903	909	917	940	949	953			927	931
Target	A	A	A	A	A	A			A	A
Growth	6	8	14	4	4	15			-17	31
Met Target	Yes	Yes	Yes	Yes	Yes	Yes			Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP									
	Hispanic		English Learners		Economically Disadvantaged		Students with Disabilities			
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Number Included	128	128	138	70	90	108	41	72	73	23
Growth API	858	858	891		828	851		832	853	855
Base API	831	899	898		808	828		832		841
Target	A	A	A		A	A		A		
Growth	25	-13	35		20	25			21	
Met Target	Yes	Yes	Yes		Yes	Yes		Yes		

Table 2 - Title III Accountability (District Data)

AIMA 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	851	792	749
Percent with Prior Year Data	94.8	100	100
Number in Cohort	807	782	749
Number Met	489	503	498
Percent Met	60.6	64	66
NCLB Target	61.6	63.1	64.6
Met Target	Yes	Yes	Yes

AIMA 2	Achieving English Proficiency			
	2008-09	2009-10	2010-11	2011-12
All Students		Years of EL Instruction	Years of EL Instruction	Years of EL Instruction
Number in Cohort	424	Less Than 5	More Than 5	More Than 5
Number Met	182	163	213	199
Percent Met	42.9	27.5	57	49
NCLB Target	30.6	17.4	41.3	43.2
Met Target	Yes	Yes	Yes	Yes

AIMA 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	(Pending)	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AIMA 3	No	No	No

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			Hispanic			Asian		
Participation Rate	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number	100	100	100	100	100	100	100	100	100	100	100	100
Percent	100	100	100	100	100	100	100	100	100	100	100	100
AYP Target	40.0	44.5	44.5	40.0	44.5	44.5	40.0	44.5	44.5	40.0	44.5	44.5
Met AYP Criteria	Yes	Yes	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 Disadvantaged			Students with Disabilities		
Participation Rate	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number	100	100	100	100	100	100	100	100	100	100	100	100
Percent	100	100	100	100	100	100	100	100	100	100	100	100
AYP Target	40.0	44.5	44.5	40.0	44.5	44.5	40.0	44.5	44.5	40.0	44.5	44.5
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

\*\* AYP Target for Elementary/Middle Schools (2009=49.0%), (2010=59.8%), (2011=67.6%)

\*\* AYP Target for High Schools (2009=44.9%), (2010=55.0%), (2011=66.7%)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students		White			African-American		Asian				
	2008	2010	2011	2009	2010	2011	2008	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	389	399	431	148	157	165	28	36	34	108	105	105
At or Above Proficient	83.7	84.8	88.6	89.2	80.2	86.4	88.7	80.0	88.5	91.3	82.1	82.9
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
AYP Criteria Met	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic		English Learners			Socioeconomic Disadvantage		Students with Disabilities				
	2008	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	91	84	107	49	87	89	27	44	54	19	19	22
At or Above Proficient	72.2	67.2	78.7	70.0	74.4	84.0	65.9	81.1	74.0	69.6	73.1	81.7
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
AYP Criteria Met	Yes	Yes	Yes	Yes	Yes	Yes	-	Yes	Yes	-	-	-

\* = AYP Target for Elementary/Middle Schools (2008=47.5%, (2010=68.0%), (2011=68.5%)  
 \*\* = AYP Target for High Schools (2008=43.5%, (2010=54.8%), (2011=65.1%)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
#	%	#	%	#	%	#	%	#	%	#	
1	3	10	11	37	10	33	3	10	3	10	30
2			8	22	17	48	9	24	3	8	37
3	3	13	9	39	10	43	1	4			23
4			8	40	7	47	2	13			15
5			3	60	1	20	1	20			5
Total	6	5	37	34	45	41	16	15	6	5	110

## Appendix B - Analysis of Current Instructional Program

The following statements are adapted from the 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)

Staff members at El Marino meet weekly in grade level teams or in vertical K-6 program teams to address instructional and programmatic issues. During these meetings, teachers discuss achievement data provided by state and local assessments and ensure that student needs are being met. Data discussed include: CELDT, CST, STS, Open Court Assessments, Math Assessments and ST Math data, standardized as well as locally designed language proficiency assessments, and Galileo/ATI Benchmark Assessments.

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

At EM, student progress is identified by multiple assessment measures, including district-wide standards-based benchmark assessments, grade-level common formative assessments, authentic assessments (student portfolios, performance assignments) and teacher observation. Qualitative and quantitative data are collected, analyzed and considered during grade-level meetings and Leadership Team meetings. Accelerated material is provided to students who have met their benchmark goals and require additional challenges. Students not meeting grade-level standards are provided targeted small group instruction, differentiated activities, modified assignments and other immediate interventions during the day.

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

### Staffing and Professional Development

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

All staff are highly qualified per NCLB guidelines.

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

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

All staff are trained to use state-adopted instructional materials. In the past year, teachers have received professional development on the implementation of math materials as well as ongoing training in Open Court strategies.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 499 training or SBE-adopted instructional materials) (EPC)

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

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

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

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

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

Along with selecting research-based professional development activities based upon the identified needs in our SSP, our EM staff is actively engaged in all District-led initiatives. Additionally, the Coker City Unified School District has identified as its key instructional focus the development of a standards-based local accountability system. With its implementation of an on-line, standards-based periodic benchmark assessment for all students in grades 1 – 12 CCUSD moved decidedly in the direction of the latest efforts in data-driven instruction. Key personnel at our school site have attended six days of professional development by WestEd, designed to familiarize staff with the Galileo on-line system and to introduce the concept of professional learning communities as the tool necessary to bring about true collaboration and improvement in teaching practices. From implementing standards-based accountability systems nationwide to applying differentiated instructional strategies in the classroom, from integrating the arts into the core curriculum to using technology to enhance student learning, our teachers receive District training that results in a positive impact on EM student achievement.

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

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

To facilitate ongoing instructional support, District-level English Language Development (ELD) Specialists, Resource Specialists, and Teacher-on-Special-Assignment (TOSAs) meet with EM staff and administrators in the areas of curriculum, instruction, technology and assessment. They provide after-school workshops for CCUSD teachers and serve as support providers for new teachers. Along with these teacher mentors, EM grade-level teams take the responsibility to assist teachers new to EM and ensure that they are given every support to adjust to the rigor and challenges of the instructional program. The result of these formal and informal supports is a high teacher retention rate.

8. Teacher collaboration by grade level (EPC)

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

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

**Teaching and Learning**

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

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

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

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

11. Lesson pacing schedule (EPC)

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

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

Standard-based instructional materials are provided to all students.

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

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

**Opportunity and Equal Educational Access**

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
- Services to assist underperforming students include: one-to-one assistance by classroom teacher, extended learning opportunities in before- or after-school classes, individual assistance by paraprofessional, cross-age tutors, small group reinforcement within the regular day.

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

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

Before going through the special education identification process, EM students are provided a wide range of interventions to support their needs. Within the school day teachers employ small group instruction and individualized attention, as well as targeted instructional materials, such as math manipulatives or audio CDA, to support conceptual learning. Other supports such as summer school are offered by CCUSD for all eligible students.

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

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

16. Opportunities for increased learning time (Title I SWP and P1 requirement)

Outside the school day, students are offered intervention classes in target language development. Other supports such as summer school are offered by CCUSD for all eligible students.

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

The CCUSD Office of Child Development works closely with kindergarten teachers in establishing effective transitional practices. Their Building Bridges collaboration provides opportunities for staff members to meet together and develop articulated goals. Early identification of students deemed at risk often takes place through the CCUSD Office of Child Development preschool programs and through the Special Education Preschool. The learning profile and abilities of special education students are taken into consideration as the special education and general education teachers, parents, administrators and learning specialists meet at transitional IEP team meetings from preschool to kindergarten. Their progress is monitored throughout the years to ensure students are meeting their IEP goals toward meeting grade-level standards.

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

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

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

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

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

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

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

EM has a process in place to regularly and effectively communicate with the entire school community. Weekly e-mail blasts are sent to all parents as reminders of upcoming events. All letters, notices and fliers are posted on the school's website in a section titled, "Backpack," for easy access to the latest information. Informative monthly newsletters are sent home to notify parents of happenings in and around school, including a monthly calendar of upcoming events. Parents and staff members communicate with each other through email, phone calls, handwritten notes, and in-person on formal and informal situations. Each family receives a copy of the PTA Parent Guide, which includes the school calendar indicating important dates. Notices are sent home on paper or electronically from our parent organizations (PTA, All-EM, ELAC). Teachers formally meet at least once a year with each parent individually to discuss student progress and goal-setting, so that every student can meet grade-level standards and expectations. Parents of Kindergarten students are invited to attend a Family Picnic at the beginning of the school year where they learn about the various parent support organizations and what they can expect in the years to come.

The EM program benefits by the input of actively involved parents who provide feedback in a multitude of ways. At annual parent/teacher conferences EM parents are encouraged to discuss their child's performance and attitude toward the school environment. They are welcome to contact teachers, staff and administrators by written, phone or email communications for any question, concern or suggestion they may have. Student Planners and weekly homework packets provide a space for teachers and parents to sign and write comments. Parents also provide input at monthly PTA, All-EM and ELAC meetings and are given parent surveys after school events. Many parents and school community members also post comments on such internet forums as the El Marino Language School Parent Group (a Yahoo Groups affiliation) and at [greatschools.net](http://greatschools.net). With over 300 members on the Yahoo Group, feedback, information and calls for volunteering are quickly disseminated.

EM teachers and support staff provide resources to assist parents in helping their children achieve grade-level standards by engaging parent cooperation in their child's development. In the lower grades, teachers provide homework instructions in both the target language and English to help parents better understand the activities. Teachers meet individually with parents to identify certain needs and make specific suggestions on how to help at home. Providing such items as flash cards, decodable texts, math manipulatives, or target language reference books, teachers often loan classroom materials to reinforce academic concepts. Those students who continue to struggle are referred to the SST process and provided additional interventions and referral services.

All EM communications support our efforts to effectively inform parents and the school community about the school program and activities that promote the EM vision and goals as stated in the Single Plan for Student Achievement (SPSA). Standards are distributed at Back-to-School Night, teachers present grade-level expectations at Standards Night, the EM Parent/Student Handbook outlines academic and behavioral expectations for students, and School Site Council meetings are advertised and held in the evenings to accommodate working parents.

Just as critical as schoolwide general information are our school's efforts to keep parents informed of their child's progress toward meeting grade-level standards. Teachers communicate individualized information to parents through informal after-school conferencing, phone calls, email messages, letters indicating student progress toward meeting or exceeding interim benchmark objectives, notices of unsatisfactory progress, report cards, and through parent/teacher conferences.

As a language immersion program, EM communication also addresses language and cultural differences. Newsletters and school notices are translated into Spanish and Japanese. Bilingual teachers, administrators and adjunct personnel interpret and translate for parents and students who do not speak English. Recognizing the language and cultural differences in the Spanish-speaking community, our teachers, who come from various Latin American countries, enlighten EM students about the often subtle variations within the Latino culture.

There are a multitude of opportunities for family and community members to be actively involved at EM. All parents are invited and encouraged to attend monthly meetings of the PTA, All-EM (Advocates for Language Learning-El Marino), ELAC (English Learner Advisory Committee), and SSC (School Site Council). Parents are welcome to volunteer in their child's classroom to assist teachers in many capacities, ranging from reading tapes to working with children. Parents and community members volunteer hundreds of hours to organize and coordinate many school-wide annual events, such as the Book Fair, Red Ribbon Week, Halloween Carnival, Silent Auction, Student/Faculty Talent Show, Literary Night and the Children's Day Celebration.

As EM students move through the grades, and as new students enter our school, families are given the support they need to adjust to their new class. New class lists are posted before the school year begins and every family is given a Welcome packet outlining the school program, policies and procedures. Students entering after kindergarten are screened in either Japanese or Spanish to ensure that they have enough receptive understanding of the target language to be successful in our immersion setting. Teachers engage in cross-grade-level articulations to fully inform the transition process of each student from grade to grade.

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

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

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

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

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

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

### 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 dependent 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	\$66,983
<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 curricular 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.	\$46,242
<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): ELAP - English Language Acquisition Program	\$213,722
Total amount of state categorical funds allocated to this school	\$104,042.22

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		\$
<b>Total amount of state and federal categorical funds allocated to this school</b>		<b>\$104,042,222</b>

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

**Appendix D - Recommendations and Assurances (El Marino 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:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the 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
- 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.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- This SPSA was adopted by the SSC at a public meeting on: October 28, 2011

Attested:

Tracy Purilla

Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Biblie Silvers

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 Pledges:**

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 Pledges:**

As a 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:

- 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.
- Contacting 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 Marino Elementary School**

Education Code Section 64001 requires that the SP/SA 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 Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Troy Purille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christie Paul	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mitsuko Omuro	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carman Campos	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruth Ann Katz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mitie Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
William Herrera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sean Nichols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Blaise Stevens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maggie Merrifield Walsh	<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	6	

(43) At elementary schools, the school site council shall 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 comprise a majority of parents represented under section (b). 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 Rincon Elementary School

School Name

19-04444-0012678

CDS Code

Date of this revision: 10/20/2011

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 41607, 41612, and 84001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the CompLip 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@causd.org

### Culver City Unified School District School District

Superintendent: Patricia Jaffe  
Telephone Number: (310) 842-4220  
Address: 4034 Irving Place  
Culver City, CA 90232  
E-mail Address: patriciajaffe@causd.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 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 learning 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 society 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 is located at 11177 Overland Avenue Culver City, CA 90230.

El Rincon serves approximately 537 students in grades Kindergarten through fifth grade. The student population is 30.7% Caucasian, 15.3% Hispanic, 37.4% African American, 3.7% Filipino, 6.3% Asian, 1.1% American Indian, 1% Pacific Islander and 4.5% Unidentified. 11% of the student population are students with disabilities. Approximately 43% of our students participate in the National School Lunch program. The El Rincon staff includes 22 regular education teachers, 2 SDC teachers, 2 Speech Teachers, 1 Resource Specialist, and 22 classified personnel.

El Rincon addresses the needs of our diverse student population through specialized programs including: English Language Learners (ELL) and Special Education. Special Education services are comprised of Speech, Resource Specialist Program (RSP), and Special Day Class (SDC). Supplemental programs exist to extend learning opportunities for all students, with an emphasis on helping our at-risk population succeed. Programs include: STEM focus curriculum, SuccessMaker software, before and/or after-school intervention, arts and musical enrichment instruction, and a variety of fee-based enrichment programs.

El Rincon's School Plan offers the on-going opportunity to plan, implement, monitor and evaluate a meaningful standards-based curriculum for all students. The goals, objectives, and activities have been identified and written based on needs expressed by students, parents and teacher input, reviewing standardized test findings, analysis of the STAR results, AYP results and API scores. These goals, objectives, and activities are established to improve and focus instruction at El Rincon Elementary School enabling students to meet grade level, district and state standards.

We have a Family Center located on our campus which provides small group support for families who are Medi-Cal recipients. In addition, we have a library staffed with a full time librarian and a computer lab staffed with a part time computer technology aide.

El Rincon parents are encouraged to participate in all areas of our school. They serve on curriculum committees and advisory boards such as the School Site Council and English Language Advisory Committee. Parents participate in the PTA, Growing Great Garden, family events nights, open house, book fairs, and field trips. We encourage our parents to communicate with their child's teacher at any time through email or by phone. Parents are encouraged to communicate with the principal at any time during the day by stopping by, sending an email, or by telephone.

### 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, 37.4% or 201 students. The next largest population is our White cultural group. White makes up 30.7% of the school population or 165 students. The Hispanic cultural group make up 15.3% of the school population, or 82 students, and the Asian culture make up 6.3% of the school population with 34 students.

Our English Learner group of students makes up 13.4% of the total school population with 72 students. The Economically Disadvantaged student group contributes to 48% of the total population with 260 students. Our Students with Disabilities make up 11% of the population with 60 students.

The school's API has shown steady growth over the past three years. In 2007-2008, we moved from a base API of 827 to 835. In 2008-2009, we moved from a base API of 829 to 835. In 2009-2010, we moved from a base API of 835 to 838. However in 2010-2011, we moved from a base API of 838 to 832. Our subgroups are represented with the following 2010-2011 API data: African American- 808, Hispanic- 807, White- 897, Economically Disadvantaged- 795, and the English Language Learners- 810.

#### B. Surveys

Informal surveys show that the El Rincon parents, teachers, and students are 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 support particularly for our targeted Title I students. Technology in the classroom is in need of updating. Currently, we average 2 computers in each classroom.

#### C. Classroom Observations

We will provide each student with the opportunities, resources and support necessary to achieve his or her academic and personal goals. El Rincon has monthly staff development focusing on research-based practices in literacy, writing, science, English Language Development, Data Analysis and mathematics.

We will create and maintain a safe learning environment. Site representatives participate on the District Anti-Bullying Task Force. El Rincon is using the Caring Schools Community curriculum to provide a safe learning environment. El Rincon supports a progressive discipline plan focusing on developmental assets.

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. El Rincon staff is provided monthly professional development on English Learner and core curriculum teaching strategies.

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 continue to gain a fairly accurate picture of what it will take to ensure success on this year's CST for all subgroups. Teachers collaborate weekly and identify 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. 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**

Galileo Benchmark Assessments were first used in 2007-2008 for 1st - 5th grades. The teachers and administrator work diligently to support students taking their assessments. Teachers are using and learning more about the capabilities of the Galileo program. They 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 Galileo program.

This year, we continue to focus on learning the Galileo data analysis program and have moved to administering the on-line benchmark assessments for our students. Through this next step in bringing more technology into the classroom, teachers are able to retrieve benchmark data sooner from the Galileo program. Students receive their assessment results much quicker, and interventions or next best practices can begin sooner.

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

The maintenance of 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. Clean 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 Community Program, daily school wide assemblies, and classroom recognition. We continue to use the Peacemakers Program in which some of our 5th graders have been trained to be peer counselors on the playground.

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:

- Galileo Benchmark Assessments in Language Arts and Mathematics
- Star Test Data
- Open Court Reading Assessments, comprehension check points, vocabulary and spelling
- Envision Math Assessments
- Fluency Assessments
- Teacher Created Assessments
- Jonathan Spelling Inventory
- Basic Phonics Skills Test (BPST)
- Phonemic Awareness Assessments such as segmenting and oral comprehension (K-1st grade)
- Office of Child Development Kindergarten Readiness Assessment

El Rincon teachers are using the 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 Galileo 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 TOSA) and by Beginning Teacher Support and Assessment personnel (BTSA TOSA). The ELD TOSA assists and provides instructional strategies and resource support for teachers with ELD students. The BTSA TOSA provides instructional strategies and support for beginning teachers. Our Resource Specialist Program provides continuous 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 within grade levels.

El Rincon teachers adhere to the standards based instruction as outlined in the California Content Standards. All instructional materials are standards based and the social science materials are 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.

**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 increase from 64.3% to 79% by the end of the 2011-12 school year as measured by the California Standards Test.

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

**Measure:** CST, benchmarks, unit and chapter tests.

**Barriers:** Although the El Rincon Staff has participated in a number of professional development training days, there are still students who test within the basic to far below basic range. Currently there is a lack of effective interventions to support students who are not at proficiency in ELA. We have implemented SuccessMaker software as an intervention for our Targeted Title I students which provides practice opportunities and instruction in ELA that is aligned to the California grade level content standards for K-5.

**Goal #2: Writing**  
First through Fifth grade teachers will administer a minimum of three (Kindergarten two) writing prompts aligned to their grade-level writing standards where 80% of their students will score a 3 or above by the end of the 2011-2012 school year.

**Measure:** Grade level writing rubric 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 increase from 66.9% to 79% by the end of the 2011-12 school year as measured by the California Standards Test.

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

**Barriers:** We are in the third year of a new mathematics curriculum. Professional training was provided by the publisher and teachers are working collaboratively to share best practices. Within the 2011/2012 school year, teachers received additional training that focused on the computer component and how to implement strategies through the use of technology. However, we lack updated technology to fully implement this in the classrooms. We have implemented SuccessMaker software as an intervention for our Targeted Title I students which provides practice opportunities and instruction in Math that is aligned to the California grade level math content standards for K-5.

**Goal #4: Science**  
The Percentage of students in grade 5 scoring at the proficient or advanced level in Science will increase from 88% to 73% by the end of the 2011-12 school year as measured by the California Standards Test.

**Measure:** Chapter Test, CST

**Barriers:** El Rincon Staff continues to increase the instructional time by utilizing the science lab to its fullest capacity. The staff continues to participate in a number of professional development opportunities emphasizing science curriculum. There is a need for a full-time Science Lab Teacher to support all students.

**Goal #5: 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 measure by the end of the 2011-12 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 measure by the end of the 2011-12 school year as measured by the California Standards Test.

**Measure:** Topic and Chapter Tests, Benchmark Assessments, SuccessMaker, CST

**Barriers:** Implementation of new ELD program, Limited time with ELD TOSA, Parent Involvement and Outreach

**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><b>SCHOOL GOAL #1</b>                  (Based on conclusions from Analysis of Program Components and Student Data pages)                  GOAL #1: English Language Arts                  85% of kindergarten through 1st grade students will meet or exceed district benchmarks for ELA each year.</p> <p>The percentage of students in grades 2-5 scoring at the proficient or advanced level in ELA will increase from 84.3% to 79% by the end of the 2011-12 school year as measured by the California Standards Test.</p> <p>English Language Learner Students and Social-Economically Disadvantaged Students(SED) will make gains to 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.</p> <p>The percentage of students in grades 2-5 scoring at the proficient or advanced level in ELA will increase from 84.3% to 79% by the end of the 2011-12 school year as measured by the California Standards Test.</p>	<p>Anticipated annual performance growth for each group:                  The percentage of students in grades 2-5 scoring at the proficient or advanced level in ELA will increase from 84.3% to 79% by the end of the 2011-12 school year as measured by the California Standards Test.</p>
<p>Means of evaluating progress toward this goal:                  District Benchmark Assessment for K-1.                  SuccessMaker                  Galileo                  Unit/Chapter tests                  CST                  Teacher-made quizzes/tests                  Classwork                  Homework</p>	<p>Group data to be collected to measure academic gains:                  District Benchmark Assessments                  SuccessMaker                  Galileo                  Unit/Chapter tests                  CST                  Teacher-made quizzes/test                  Classwork                  Homework</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)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Students performing at below grade level standards will receive assistance in small groups. *SuccessMaker *Provide K-5 students with an instructional aide to work with small groups of students not yet proficient. *Provide professional development using data to improve instruction and student achievement.	September-June	Instructional Aides (\$38,000.00)		Title I
Students working at Basic to far below basic level will be offered before, during and after school intervention to enhance reading comprehension skills using the computer lab and Success Maker software to fill academic gaps.	September-June	\$19,610.22(SuccessMaker site license(15))		Title I

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
Implement daily time for workshop (universal) access and flexible grouping strategies) in all classrooms.	Daily	no charge		
Develop home to school communication regarding grade level expectations and standards. *Provides staff development on standards based instruction, data analysis, and create formative assessments on Galileo.  *Teachers in grades 2-5 will be involved in data analysis days with the principal. Using reports from Galileo the teachers and principal will identify math standards that need to be re-taught to support students in reaching proficiency. Teacher will identify what standards in math need to be re-taught in flexible groups. Teachers will reassess students to show mastery of skill. Data will be shared with grade level, parent, and principal. Staff and principal will monitor how our "targeted" students are progressing in math to ensure they reach proficiency.	*September-June *January-March-May	\$2,160.00		SI
The Principal will frequently monitor classrooms to ensure that strategies taught in Professional Development are implemented in all classrooms.	September - June			
Continue to learn and implement best Instructional practices Instructional rigor(Dennis Fox).	September - June	\$2,500.00		SI
Teachers will participate in professional development opportunities provided by the District. *Teachers will attend professional development. *Teachers will meet with their grade level teams to collaborate around best practices and data analysis, explicit teaching of academic language, high engagement strategies using Open Court to teach and model these strategies which are needed to support our EL subgroup in meeting proficiency.  * K-5 teachers are being trained by Pam Barrett in SADIE explicit teaching of academic language, high engagement strategies using Open Court to teach and model these strategies which are needed to support our EL subgroup in meeting proficiency.  *Teachers training with Carole Ferraud and Sandy Sanford that is helping to support improvement in our EL subgroup.	September-June	Professional development in Open Court Reading, Envision Math, ELD, Science, differentiated instruction provided by District on Wednesdays.		
SuccessMaker training on software and data analysis.	September, December, April	No Charge		
Teachers will use the test release items in Language Arts from previous CST to address rigor and distractors.	January -May			
Purchase of supplemental ELD instructional materials and the P.D. that all K-3 teachers are getting on the supplemental ELD materials (Language Central).	November, January, February, March			

**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #2</b> (Based on conclusions from Analysis of Program Components and Student Data pages) Goal #2: Writing  First through Fifth grade teachers will administer a minimum of three (Kindergarten two) writing prompts aligned to their grade-level writing standards where 80% of their students will score a 3 or above by the end of the 2011-2012 school year.	
Student groups and grade levels to participate in this goal: Kindergarten - 5th grade  Significant focus on our English language learners and Socioeconomically Disadvantaged population.	Anticipated annual performance growth for each group: Kindergarten-1st Grade: 95% will meet minimum writing benchmarks. 75% will exceed benchmarks for writing. Grade 2, 3, 5: 75% of the students will meet grade level standards Grade 4: 70% based on CST Writing results
Means of evaluating progress toward this goal: Kindergarten - 5th grade will be evaluated with District benchmarks for writing  Grades 2-6 will be evaluated by the Writing Strategies portion of the CST.  4th Grade STAR Writing results.  Writing responses(OCR)	Group data to be collected to measure academic gains: District benchmarks CST 4th Grade STAR Writing results  Grade level writing prompts  Writing responses(OCR)

<b>SCHOOL GOAL #2</b>				
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
Teachers will continue to refine implementation of Being A Writer program.  Teachers will become familiar with the district assessments and rubrics. *Provide staff development to improve student achievement *Teacher education with writing rubric and criteria charts	September - June			
Provide professional development for implementing Writers' Workshop strategies including exemplars, Author's Chair, the writing process, criteria charts, and rubrics. Pam Barat trainings being provided to all K-5 teachers in using SDAIE	September - June  Monthly Professional development meeting with grade levels			Title I
Carole Ferraud and Sandy Sanford Thinking Maps and Test Release questions	October			District Provided
Provide extra instruction for English Language Learners in writing strategies by ELD Resource teacher and Instructional Assistant.	September - June			District Provided
Spelling Bee	September - June	no charge		
Scholastic Writing for 4th grade	November-June	\$400.00	\$400.00	SI
K-5 students will work in small groups to improve writing. Targeted Title I students will work with instructional aides in small groups to improve writing.	September - June	\$39,000.00		Title I
Develop home to school communication regarding grade level expectations and grade	September-June			

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<b>SCHOOL GOAL #2</b>				
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
level standards for writing.				
The Principal will work collaboratively with the 4th grade team on writing to support fourth grade teachers and students as they prepare for the state Fourth Grade Writing Assessment in March.	October-March 2011-2012 school year			

**VI. Planned Improvements in Student Performance (continued)**

<p><b>SCHOOL GOAL #3</b>                  (Based on conclusions from Analysis of Program Components and Student Data pages)                  Goal #3: Mathematics                  The percentage of students in grades 2-5 scoring at the proficient or advanced level in Math will increase from 66.9% to 79% by the end of the 2011-12 school year as measured by the California Standards Test.</p>	
<p>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 populations in Grades 2-5.</p>	<p>Anticipated annual performance growth for each group:                  Kindergarten- Grade 1: 80% of students will meet or exceed the district mathematics benchmark each year. 80% of SED and EL students will meet or exceed the district benchmark for mathematics each year.                   Grade 2-5: The percentage of students scoring at the proficient or advanced level in mathematics will increase from 66.7% to 79% by the end of the 2011-12 school year as measured by the CST.                   English Learning (EL): 79% of EL students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2011-2012.                   Socio-economically disadvantaged: 79% of students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2011-2012.</p>
<p>Means of evaluating progress toward this goal:                  CST                  District Benchmark Assessments                  SuccessMaker                  Unit/Chapter test                  Teacher made assessments                  Classwork                  Homework</p>	<p>Group data to be collected to measure academic gains:                  CST                  District Benchmark Assessments                  SuccessMaker                  Unit/Chapter test                  Teacher made assessments                  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
Teachers will focus on key academic standards Implementation and on-going professional development with En-Vision Math program Kinesthetic activities involving math standards School-wide monthly grade level/cross grade level release time Adherence to current math pacing guides	September - June			
Students performing below grade level will receive small group help. Provide staff development to improve student achievement Adherence to math pacing guides Purchase instructional materials Computer lab programs Teachers focus on essential standards Grade level release time to help teachers with pacing Provide before, during and after school intervention for Targeted Title I students with	September - June	\$19,810.22(15 SuccessMaker site licenses)	\$19,810.22	Title I

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
Success Maker Software				
The Principal will frequently monitor classrooms to ensure that strategies taught in Professional Development are implemented in all classrooms.	September - June			
Teachers in grades 2-5 will be involved in data analysis days with the principal. Using reports from Galileo the teachers and principal will identify math standards that need to be re-taught to support students in reaching proficiency. Teacher will identify what standards in math need to be re-taught in flexible groups. Teachers will reassess students to show mastery of skill. Data will be shared with grade level, parent, and principal. Staff and principal will monitor how our "targeted" students are progressing in math to ensure they reach proficiency.	December, February, May	\$2160.00		Title I
Students requiring early intervention in kindergarten will receive additional assistance in a small group setting.	September - June			
Teachers will use the test release items in Math from previous CST to address rigor and distractors.	January-May			
All K-5 teachers will be provided an EnVision Math intervention kit and all K-5 teachers will receive Professional Development on the effective use of these kits.	September, October, November, January, February, March			
All teachers will have professional development on using technology in the Envision Math program.	September, October, November, January, February, March			
Teachers will implement daily math drills and opportunities to learn math facts with automaticity.	Daily			



**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #4</b> (Based on conclusions from Analysis of Program Components and Student Data pages) Goal #4: Science 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.	
Student groups and grade levels to participate in this goal: All students in Kindergarten - 5th Grade.	Anticipated annual performance growth for each group: All K-4 students will perform at the proficient level as measured by grade level standards using curriculum embedded assessment and teacher created assessments.  73% of all 5th grade students will perform at the proficient or advanced levels on the Science portion of the CST, increasing by 5% each year thereafter.
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	September-June			UCLA grant Target grant
Professional development with California Education and the Environment Initiative science materials.	September, October, November, January, February, March			UCLA grant
Enhance library materials to support the curriculum	September-June			Target grant
Science Fair	spring			PTA
Use of Science Laboratory	Weekly schedule			
Teachers will use the test release items in Science from previous CST to address rigor and distractors.	January-May			

**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #5</b> (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 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.  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.	
Student groups and grade levels to participate in this goal: All Identified English Language Learners and Socioeconomically Disadvantaged Students (SED)	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.
Means of evaluating progress toward this goal: Galileo Benchmark Assessments Classroom Assessments SuccessMaker ELD Portfolio	Group data to be collected to measure academic gains: 2011 CST data

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
ELD Professional Development-District ELD Specialist	November			District funding
Professional Development -ELD District Sponsored Pam Barret, Carole Ferraud, Sandy Sanford trainings being provided to all K-5 teachers in using SDAIE, explicit teaching of academic language, high engagement strategies using Open Court to teach and model these strategies	Monthly by grade level			District funding
Professional Development (SuccessMaker)	September December April			
*Parent Education Classes  *Parents will be encouraged to support math fact mastery at home.	January-March 2012	None	None	
After School Intervention Classes-SuccessMaker Club	September 2011-June 2012	\$19,610.22 (15 SuccessMaker site Licenses)	\$19,610.22	Title I
All K-5 teachers will be provided an EnVision Math intervention kit and all K-5 teachers will receive Professional Development on the effective use of these kits.	Monthly by grade level modified Wednesdays			District funding
Pearson Learning Company will provide all K-5 teachers Professional Development on how to effectively use technology in EnVision Math lessons.	Monthly by grade level modified Wednesdays			District funding

VII. Annual Year-End Evaluation of School Plan Objectives

<b>El Rincón Elementary School</b> School	<b>Comprehensive School Plan</b> <b>Annual Year-End Evaluation</b> <b>of School Plan Objectives</b>
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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**

**Goal #1**  
Grades 2-5: 67% of the Students in grades 2-5 will score correctly in the reading comprehension section of the California Standards Test and will increase this number by 5% annually thereafter.

Met

**Goal #2**  
Kindergarten-1st Grade: 95% will meet minimum writing benchmarks. 75% will exceed benchmarks for writing.  
Grade 2-5: 80% of the students will meet grade level standards

Not Met

**Goal #3**  
Math proficiency  
The percentage of students scoring at the proficient or advanced in mathematics will increase from 58% to 68% by the end of 2010-2011 school year as measured by the California Standards Test (CST).

Not Met

**Goal #4**  
Science proficiency- The percentage of students scoring at the proficient or advanced level in science will be 60% by the end of the 2010-2011 school year as measured by the California Standards Test (CST).

Met

**Goal #5**  
95% of K-5th graders will be proficient in the use of computers and know how to operate appropriate grade level programs.

Not Met

**Narrative Explanation for each objective not met:**  
Goal #2- Stronger leadership with a more consistent and strategic plan will help us meet our goal.  
Goal #3- Stronger leadership with a more consistent and strategic plan will help us meet our goal.  
Goal #5- We need more data and a strategic plan to monitor student achievement.

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				
Number Included	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Growth API	836	838	832	898	894	897	824	811	809	13	13	14
Base API	829	838	838	877		894	829	826	811			882
Target	A	A	A	A		A	A	A	A			
Growth	7	2	-4	21		3	-5	-15	-2			
Met Target	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes			

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
Number Included	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Growth API	794	822	807	885	810	782	804	766				807
Base API	791	791	822	802	885	779	782	804				825
Target	5	5	A	A	A	A	5	5	A			
Growth	3	31	-15		83	-65	3	22	-9			
Met Target	No	Yes	Yes		Yes	Yes	No	Yes	No			

Table 2 - Title III Accountability (District Data)

AMAQ 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Teachers	831	792	749
Percent with prior Year Data	94.8	100	100
Number in Cohort	807	792	749
Number met	489	503	409
Percent met	60.8	64	55
NCLB Target	61.8	63.1	64.6
Met Target	Yes	Yes	Yes

AMAQ 2	Attaining English Proficiency			
	2008-09	2009-10		2010-11
All Students	Less Than 8	Years of EL Instruction		Years of EL Instruction
		Less Than 5	More Than 5	Less Than 5
Number in Cohort	424	589	374	583
Number met	182	165	213	169
Percent met	42.9	27.5	57	29
NCLB Target	30.6	17.4	41.3	18.7
Met Target	Yes	Yes	Yes	Yes

AMAQ 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	(Pending)	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAQ 3	No	No	No

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		
Participation Rate	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
	Number	100	100	99	100	100	100	100	100	100	100	100
AY or Above Proficient	201	202	225	40	40	50	86	79	80	9	11	11
Percent	61.7	63.3	64.3	74.1	71.4	74.6	58.8	57.7	58.8	89.2	84.8	78.8
AYP Target	46.0*	56.6*	67.6*	46.0*	58.8*	67.6*	48.0*	58.8*	67.6*	48.0*	58.8*	67.6*
Met	Yes	Yes	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 Disadvantaged			Students w/ Disabilities		
Participation Rate	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
	Number	100	100	98	100	100	99	100	100	98	100	100
AY or Above Proficient	48	60	68	35	40	44	42	33	30	4	4	11
Percent	52.7	61.9	68.5	30.0	74.1	68.7	47.7	33.3	30.2	16.0	19.0	28.6
AYP Target	44.0*	54.8*	66.7*	44.0*	58.8*	67.6*	44.0*	55.8*	66.7*	44.0*	55.8*	66.7*
Met	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	-	-	-

\* - AYP Target for Elementary/ Middle Schools (2009-48.8%, (2010-58.8%), (2011-67.8%))  
 - AYP Target for High School (2009-44.5%, (2010-55.8%), (2011-66.7%))

Table 4: Mathematics Adequacy Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP															
	All Students		White		African-American		Asian		Hispanic		English Learners		Socioeconomic Disadvantage		Students with Disabilities	
	2009	2010	2010	2011	2009	2010	2010	2011	2009	2010	2010	2011	2009	2010	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
At or Above Proficient	223	204	235	42	45	53	86	77	94	10	11	13				
Percent	68.4	63.9	66.9	77.8	80.4	79.1	95.8	98.2	91.8	78.9	84.6	92.8				
AYP Target	47.5*	58.0*	58.0*	47.5*	58.0*	58.0*	47.5*	58.0*	58.0*	47.5*	58.0*	58.0*				
AYP Criteria Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes				

\* = AYP Target for Elementary/Middle Schools (2009=47.5%, (2010=58%), (2011=58.5%)  
 = AYP Target for High Schools (2009=43.5%, (2010=54.8%), (2011=58.1%)

Table 6: California English Language Development (CELD) Data

Grade	California English Language Development Test (CELD) Results for 2010-11										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
1			3	23	9	69	1	8			13
2			5	31	9	56	1	6	1	6	18
3			2	20	2	20	4	40	2	20	10
4			2	50	2	50					4
5			2	50			1	25	1	25	4
Total			14	30	22	47	7	15	4	9	47

## 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
- Eavisson Math assessments
- Teacher designed assessments
- Johnston Spelling Inventory
- Basic Phonics Skills Test (BPST)
- Phonemic Awareness Assessments such as segmenting, oral comprehension (Kindergarten/First Grade)
- Trimed Facts tests
- Summative tests from the previous grade level (discretionary)

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

Teachers use Galileo Data Analysis program to analyze Benchmark Assessment Data. Information gained from data analysis is further disaggregated to design intervention curriculum, 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 twice a year in first grade and three times a year in second through fifth grades. Through this data analysis process, teachers are able to identify the probability of student success on the California Standards Tests administered each year in the late spring.

### Staffing and Professional Development

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

100% of the classified staff at El Rincon Elementary School is considered highly qualified according to NCLB requirements. All of our classified staff do not need to meet the NCLB requirements of "Highly Qualified" as we are a targeted Title I school and not a school wide Title I school.

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

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC). The Principal of El Rincon Elementary School will complete 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 498 training on SBE-adopted instructional materials) (EPC)

As of the 2011-2012 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)

The monthly organization of professional development/grade level collaboration for teachers at El Rincon Elementary School occurs during banked time provided by early dismissal on Wednesdays and is as follows:

- 1st Wednesday: Faculty Meetings
- 2nd Wednesday: Grade Level Meeting/District Sponsored Professional Development
- 3rd Wednesday: Professional Development at the site level
- 4th Wednesday: Professional Teacher discretion

During grade level/professional development meetings, teachers use their time to collaborate, discuss, evaluate, plan for and identify the needs of their students based on formative, interim and benchmark assessments. They use this data to design immediate intervention for individual students across their grade level.

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

Ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSA's) and by Beginning Teacher Support and Assessment Personnel (BTSA TOSA's). 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.

### Instructional 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. Kindergarteners are given other appropriate periodic assessments in English Language Arts and Mathematics. Benchmark assessment data is 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:**

- 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)

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 research, intervention, and enrichment
- Pearson Science
- Houghton-Mifflin Social Studies

SBE-adopted and standards-aligned intervention materials being used at El Rincon are:

- Developmental Study Center- Being a Writer
- Developmental Study Center- Caring School Community

**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 normally hold a before/after school intervention for at-risk students each winter. The sessions are held two days per week for approximately 8 weeks. Students are given support in English Language Arts and/or mathematics. Many classes have regular assistance from parent/guardian volunteers. Volunteers read with students, drill and practice math facts, and generally help with follow up activities which support previous classroom instruction. Peer tutoring is also done by heterogeneously grouping leveled students within the classroom.

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 AIT/Calileo 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 with Targeted Title I monies for our before and after school intervention as previously described.

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

This section is not applicable as we are not a School Wide Title 1 program. We are a targeted Title 1 school. However, pre-school teachers and kindergarten teachers at El Rincon meet informally to discuss the needs of preschoolers to collaborate and aid in the transition to kindergarten. Teachers provide information on each individual pre-school student which includes the child's strengths and weakness, and any other requirements.

**Involve/ment**

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
- Wee Tell Stories
- Mad Science
- Music Center Assemblies
- Caring Schools Community class meetings
- Enrichment programs
- Art instruction per individual class
- Chess Test Tutors
- School and Family partners
- Symphonic Jazz Orchestra
- Artists in Residence Training Program through the Music Center Education Division
- Dick Hirsch, Mental Health Center
- Culver City Rock and Mineral Club presenting rock/minerals to 4th graders
- STAR Program
- Family Center
- Parent and Community Volunteers
- Peace Makers Program

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
- Parent Student Handbook
- School website
- Volunteer opportunities in classrooms, on field trips, and school wide extra-curricular activities
- Partners in Print
- Family Literacy
- Family Movie Night
- Winter Chorus Concert
- Annual Student-Parent-Teacher conferences
- Back to School Night
- Open House
- Family Center/Did I Hrn Mental Health Clinic sponsored Parenting Class
- School Gardens

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 tutoring, supplemental instructional materials and supplies, teacher conferences, and teacher salaries
- Discretionary Block Grant Funds AB 1802: Books, Instructional Supplies
- ELAP: Conferences and salaries for substitute teachers, intervention, teacher salaries, and instructional supplies (ELD/Latino Family Literacy)
- Title I: Instructional Aides, STAR Program Instructional Aide, Instructional supplies, Math + Music Program
- PTA funds grade level field trips and assemblies
- Unit Budget funds all supplies
- Culver City Education Foundation Grant to support funding for a document camera
- 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: Asset expansion 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 literacy in English and academic proficiency of English learners Purpose: Assist schools in meeting academic growth targets.	\$39,759.00
<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.	\$31,583.00
<input type="checkbox"/> School Safety and Violence Prevention Aid 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); ELAP	\$0
Total amount of state categorical funds allocated to this school	\$71,322.00





**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 Pledges:**  
 El Rincon Elementary School  
 Three Way Pledge

**The Parent/Guardian 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/Guardian Conferences, PTA functions, 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/Guardian's signature Date** \_\_\_\_\_

**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** \_\_\_\_\_

**The Teacher's Pledge**

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

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

**Teacher's Signature Date** \_\_\_\_\_

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

Education Code Section 94001 requires that the SPFA 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
Reginald Brunson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Janel Arns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tora Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Steve Zee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patty Park	<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"/>
Debbie Hannis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristen Forenery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christine Richards	<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	4	0

(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 (43). 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

### Farragut Elementary School

School Name

19-64444-6012694

CDS Code

Date of this revision: October 27, 2011

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 ComApp 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: Lynn Ehora  
Position: Principal  
Telephone Number: 310 842-4323  
Address: 10820 Farragut Dr.  
Culver City, CA 90230-4107  
E-mail Address: lymehora@ccusd.org

### Culver City Unified School District School District

Superintendent: Mrs. Patricia Jaffe  
Telephone Number: (310) 842-4220  
Address: 4034 Irving Place  
Culver City, Calif. 90232  
E-mail Address: patriciajaffe@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 the 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 just an outstanding school. It is a community, with a passion and joy for learning. At Farragut, teachers take pride in their efforts, parental involvement is strong, and students know they are expected to do their best in 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 proud 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 equipment 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 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 high engagement between teachers and students through standards-based curriculum, well-designed lessons, team-teaching, cooperative learning activities, small group rotations, 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 student's 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 nearly 500 students from diverse ethnic and economic backgrounds. The school is known to have an Arts and Technology focus. We have a strong visual arts program with a curriculum that follows the K - 5th VAPA standards. The school has a dedicated art room where an art specialist conducts the lesson. Our music program consists of music appreciation classes for all students. In addition, the fourth and fifth graders may choose to take band or orchestra classes once a week, and all third graders receive lessons in playing the recorder. We have two Bell Choirs, advanced and beginning, which are available as free before school classes to students in grades 3-5 and a school choir which is also available for free to all students in grades 1-5. Seven teachers are involved in the Arts Integration Partnership (AIP) that involved a week long training for several teachers in early August at 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. Most of our classrooms have LCD projectors and document cameras that allow teachers to enhance their lesson presentation visually. These tools also afford teachers to incorporate video streaming to enrich students' experiences with the curriculum. It is the goal of the school to have these presentation tools available to all classrooms.

Farragut is proud to have established for the first time this year, the Mathletes Club. The club is composed of selected 15 fifth grade students. These students were invited to the club based on their performance in the 4th grade CST math and language arts. A math coach engages the students in word problem solving that involves high math skills and concepts. The club 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 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 and are funded by PTA. In addition, assemblies are also funded and arranged by PTA. With the support of the PTA, the school is able to provide an extensive, moderately priced after school enrichment program through FAAST. Tuition assistance is available if needed. The class offerings vary throughout the year; however, classes in the field of science, the arts, sports, and computers 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 grader 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 grouped as a family 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.

The highly professional and caring staff of the school work diligently to provide a positive learning environment that addresses the unique talents and strengths of all students. Everyone in Farragut is committed to building lifelong learners by creating a school atmosphere where:

- All children are supported and encouraged in their academic, social, physical, and emotional growth through a well-rounded educational program.
- Students, parents, teachers, administrators, and support staff work together as partners in improving student achievement.
- Students, parents, and staff members all share a true sense of caring and trust, resulting in high morale and strong school spirit.

#### IV. Comprehensive Needs Assessment Components

**A. Data Analysis (See Appendix A)**  
In 2010-2011 Farragut's API score was 832 which was an increase above the 2008-2010 API score of 805. The API grew by 27 points over the previous year. Farragut Elementary successfully met all of the federal accountability targets for overall and for every significant subgroup. 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 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 - 2 who needed more intensive intervention are also scheduled during school hours to use Voyager software. Both highly effective software, SuccessMaker and Voyager, 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 are satisfied with the overall academic success of Farragut students. The areas in which parents would like to see improvement include: more supplemental resources for social studies and science, more emphasis on developing aerobic activity in physical education, and a continued and improved emphasis on technology.

In the area of English Language Arts and writing strategies, the CST results show a relative weakness in the area of writing strategies and comprehension. During reading instruction emphasis will be placed on explicitly teaching comprehension skills and providing students that are not at grade level with fluency practice. Academic vocabulary will be incorporated into each lesson. A school-wide focus on writing will include training in Step Up to Writing strategies and the writing process.

Mathematics is an area of strength with 85% of our students proficient or advanced on the CST. This new math curriculum focuses on conceptual understanding, effective lesson design, problem solving and math vocabulary. The new math curriculum provides teachers with the instructional materials needed to effectively teach the grade level standards in math. This year all teachers will receive additional training on incorporating technology into the EnVision Math program. Parents will be encouraged to support their children with memorization of math facts needed for confidence and success in math.

Teachers are encouraged to use technology as an instructional tool that provides visual support to all lessons and motivates students. Most of our classrooms have received an LCD projector and document camera that will allow them to enrich their daily lessons through the use of these technology tools. The Fan Club has provided funds to purchase SuccessMaker software. SuccessMaker provides both practice opportunities and instruction in reading/language arts and mathematics that are aligned to the California Grade Level Content Standards for K-5. The software is used for both intervention and enrichment before, during, and after school. SuccessMaker automatically adjusts the difficulty level of exercises presented based on demonstrated mastery of related pre-requisite skills.

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

**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. Faculty is working collaboratively to develop proficiency at gathering and using the data to inform and improve instruction. Teachers are becoming more familiar and comfortable in Galileo. They are able to use the information available to them more successfully to research and enrich their students in the core areas of English language arts and mathematics. We are continuing to improve and strengthen their skills through professional development and the implementation of data analysis days. Our professional development focuses on research-based practices. Allowing more time for grade level planning and dialoguing is a proven technique for improving instruction and sharing best practices. Teachers collaborate to establish effective interventions within the school day and in a before and after-school setting.

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

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

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

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

- Galileo Benchmark Assessments in Language Arts and Mathematics
- STAR Test Data
- Open Court Reading Unit assessments, including writing prompts, comprehension check points, vocabulary, and spelling
- Fluency assessments
- Envision Math and District developed math assessments
- Teacher designed assessments
- Jordan Spelling Inventory
- Basic Phonics Skills Test (BPS-T)
- 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. Benchmark assessments are given three times yearly in second through fifth grades. 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 release lesson in total group across each grade level.

Ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSA) and by Beginning Teacher Support and Assessment Personnel (BTSAP 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) to plan and collaborate. Teachers throughout Claver 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 benchmark assessments we use is called Galileo and it provides teachers with data that is used to drive instruction. Grade level teams regularly meet to collaborate and plan this instruction. All teachers will continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies.

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

**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 2011-12 school year.

Grades 2-5: The percentage of students in grades 2 - 5 scoring at the proficient or advanced level in the writing strategies portion of the CST will increase from 74.5% to 80% by the end of the 2011-12 school year.

**BARRIERS:** While Farragut students have plenty of opportunities to demonstrate proficiency in writing through essays and narratives, the students had little opportunities to practice the multiple choice format of the writing strategies portion of the CST. Teachers who are new to Farragut need more professional development in the area of writing. This year our staff needs to continue to implement Step Up to Writing strategies that they learned last year.

**GOAL #2: MATHEMATICS**

The percentage of students in grades 2 - 5 scoring at proficient or advanced in mathematics will be maintained at 80% by the end of the 2011-2012 school year as measured by the California Standards Test (CST).

**BARRIERS:** The math curriculum is in its 3rd year of implementation and teachers are continuing to gain knowledge on how best to implement this curriculum. Teachers will continue their training in EnVision Math this year including continued support on integrating technology into the program and using the new Math Diagnostic and Intervention Skills Kit (MIDIS).

**GOAL #3: ENGLISH LANGUAGE ARTS**

The percentage of students scoring at the proficient or advanced level in English Language Arts will increase from 84.6% to 86% by the end of the 2011-2012 school year as measured by the California Standards Test (CST).

**BARRIERS:** Farragut Elementary School staff will continue with professional development by participating in modeled lessons as coordinated by Educational Services. New teachers will receive a full day training on Open Court and see Open Court lessons modeled in class. The school will continue the implementation of the SuccessMaker software both before, during, and after school. This program provides students with both practice opportunities and instruction in ELA that is aligned to the California grade level content standards for K-5. The school will encourage more parent participation in the classroom with reading to students in small groups and follow up reading at home.

**GOAL #4: SCIENCE**

The percentage of students scoring at the proficient or advanced level in science will be maintained at 68% by the end of the 2011-2012 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. Farragut Elementary School staff will continue to receive training throughout the year in science during professional development on modified Wednesdays.

**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.

**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.

<p><b>SCHOOL GOAL #1</b> (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Kindergarten - Grade 1: Eighty percent (80%) of our students will meet or exceed the minimum writing benchmark for the 2011-12 school year.</p> <p>Grades 2-5: The percentage of students in grades 2 - 5 scoring at the proficient or advanced level in the writing strategies portion of the CST will increase from 74.5% to 80% by the end of the 2011-12 school year.</p>	<p>Students in grades K-6 (significant focus on socioeconomically disadvantaged and English Learner populations).</p> <p>Grades 2-5: Each grade level will achieve an 80% proficiency in the writing strategies for writing.</p> <p>Kindergarten - Grade 1: Eighty percent (80%) of all students will meet the minimum writing benchmark each year. Seventy five percent (75%) will exceed the benchmark for writing.</p>	<p>Means of evaluating progress toward this goal: CST 4th Grade STAR Writing results K - 1st Grade level writing prompts Benchmark Test Written response in Open Court</p>
<p>Anticipated annual performance growth for each group: CST 4th Grade STAR Writing results K - 1st Grade level writing prompts Benchmark Test Written response in Open Court</p>	<p>Group data to be collected to measure academic gains:</p>	

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed</b> <b>Expenditures</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
<ul style="list-style-type: none"> <li>Teachers will become familiar with the district assessments and rubrics.</li> <li>Provide staff development to improve student achievement</li> <li>Principal will continue to monitor implementation of Step Up to Writing strategies and provide training as needed</li> <li>Parent education writing seminar</li> <li>Before and after school SuccessMaker Club</li> <li>Home Access to SuccessMaker software</li> </ul>	on-going			
Students will work with instructional aides in small groups to improve writing. <ul style="list-style-type: none"> <li>Provide kindergarten students with assistance from an instructional aide to work in small group with students who are not yet proficient.</li> </ul>	September to June	Instructional Aides \$23,700.00		SI
Develop home to school communication regarding grade level expectations and grade level standards for writing <ul style="list-style-type: none"> <li>Back to School Night information</li> <li>Parent Education Nights on the use of SuccessMaker software to parents of ELs</li> <li>Weekly or biweekly classroom bulletin</li> </ul>	September to June	N/A		N/A
Kindergarten and first grade teachers will continue to use the Teacher Resource Library of CD's from SRA.	on-going			
All teachers will continue to use Step Up to Writing strategies that support students in seeing the structure of writing. New teachers will be trained by the principal on Step Up to Writing Strategies or attend training provided by the district office through Ed Services. The strategies include the use of colors for topic sentences, details, explanation and examples.	2011-12 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 pecking plan for teaching the grade level writing genres that students need to master for the writing assessment	October - March 2011-12 school year			
All first through fifth grade teachers will continue to be trained in writing using the CD's from SRA Teacher Resource Library.	on-going			
Teachers will use Released Test Questions to assist students in test taking techniques and to familiarize the students with the multiple choice format of the writing strategies portion of CST.	November - April 2011-12			
Teachers will use data from each of the ELA benchmark tests to reteach Writing Strategies standards to students who were not proficient.	January 2012, Feb/March 2012, and April 2012			

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## VI. Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #2</b> (Based on conclusions from Analysis of Program Components and Student Data pages) Mathematics Proficiency	
The percentage of students in grades 2 - 5 scoring at proficient or advanced in mathematics will be maintained at 90% by the end of the 2011-2012 school year as measured by the California Standards Test (CST).	
<b>Student groups and grade levels to participate in this goal:</b> Students in grade K-5 (with significant focus on socio-economically disadvantaged and English Learner populations).	<b>Anticipated annual performance growth for each group:</b> Kindergarten - Grade 1: Eighty five percent (85%) of students will meet or exceed the district benchmark for mathematics. Eighty percent (80%) of SES and EL students will meet or exceed the district benchmark for mathematics each year.  Grades 2-5: Ninety percent (90%) of students will meet proficiency on the mathematics portion of the CST by 2011-2012.
<b>Means of evaluating progress toward this goal:</b> CST Benchmark Assessments Topic Tests Teacher-made quizzes/tests Classwork Homework	<b>Group data to be collected to measure academic gains:</b> CST Benchmark Assessments Topic Tests Teacher-made quizzes/tests Classwork Homework

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed</b> <b>Expenditures</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
Students performing below grade level standards will receive small group help <ul style="list-style-type: none"> <li>Purchase instructional materials such as Math Diagnostic and Intervention Kits for each grade level</li> <li>Provide Staff Development to improve student achievement; teachers are receiving training from Pearson on how to effectively use technology in EnVision math lessons.</li> <li>Before, during and after school SuccessMaker software</li> <li>Teachers focus on essential standards</li> <li>Use high engagement strategies in lesson presentation, implementation and on-going professional development in the EnVision Math Program</li> <li>Teachers reteach essential standards that students did not master</li> </ul>	Ongoing  District wide - modified Wednesday	District Funds the purchase  Maintenance Agreements/equipment \$9,000.		District

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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
<p>Teachers will focus on key academic standards</p> <ul style="list-style-type: none"> <li>Provide Staff Development to improve student achievement; Pearson Learning Company is providing training on the math intervention kits and training teachers on how to effectively use technology in Envision Math lessons.</li> <li>Purchase instructional materials such Math Diagnostic and Intervention kits..</li> <li>Grade level team meetings</li> <li>Before, during, and after school SuccessMaker software</li> <li>Teachers review and follow Math Pacing Guides</li> <li>Teachers review test blueprint for each benchmark period.</li> </ul>	Ongoing District-wide - modified Wednesday			
<p>Students working below grade level (basic category) will be offered tutoring</p> <ul style="list-style-type: none"> <li>Provide after school tutoring to students below grade level using SuccessMaker software</li> <li>Students who did not meet proficiency level in benchmark test will be asked to participate in SuccessMaker Club.</li> </ul>	October - June			Principal and parent volunteers
<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>	Ongoing	Instructional Aides \$23,700.00		SI Waterford - Fan club
<p>All students will improve in math facts</p> <ul style="list-style-type: none"> <li>Teachers will implement daily math drills and opportunities to learn math facts with automaticity.</li> <li>Parents will be encouraged to support math fact mastery at home.</li> </ul>	Ongoing			
<p>Students in grades 2 - 5 will receive additional supplementary skill based &amp; individualized lessons through SuccessMaker software.</p> <ul style="list-style-type: none"> <li>Staff development as provided by Pearson Learning company</li> <li>Software purchase of SuccessMaker software</li> <li>Parent education</li> </ul>	Ongoing			FAN Club
<p>Teachers in grades 2-5 will be involved in data analysis days with the principal. Using reports from Galileo the teachers and principal will identify math standards that need to be retaught to support students in reaching proficiency. Teachers will identify what standards in math need to be re-taught in flexible groups. Staff and principal will monitor how our "targeted" students are progressing in math to ensure they reach proficiency.</p>	January and March			SI

**VI. Planned Improvements in Student Performance (continued)**

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) English Language Arts Proficiency	
<p>The percentage of students scoring at the proficient or advanced level in English Language Arts will increase from 84.6% to 88% by the end of the 2011-2012 school year as measured by the California Standards Test (CST).</p>	
<p>Student groups and grade levels to participate in this goal: Students in grades K - 5 (significant focus on socio-economically disadvantaged and English Learner populations).</p>	<p>Anticipated annual performance growth for each group: Kindergarten - Grade 1: 90% of students will meet or exceed the district benchmarks for English Language Arts each year. 80% of SED and EL students will meet or exceed the district benchmarks for English Language Arts each year.  Grades 2 - 5: 88% of students will meet proficiency on the English Language Arts portion of the CST by 2011-2012.</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 groups</p> <ul style="list-style-type: none"> <li>Provide kindergarten students with an instructional aide to work with small groups of students not yet proficient.</li> <li>Purchase of K-2 ELD supplementary materials.</li> <li>Teachers will use data to improve instruction and improve student achievement</li> <li>Teachers will implement practices learned from professional development</li> <li>Provide after school tutorial</li> <li>Use the computer lab and classroom program</li> <li>Enforce Essential Agreement and Board Policy in regards to home reading</li> <li>The ELS specialist and bilingual aide will support instructional gains for EL students</li> </ul>	September to June	Instructional aides \$23,700.00 District funds the purchase of materials  EIA funds allocated by district (centralized)		SI  EIA

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 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"> <li>Provide students not yet proficient with SuccessMaker Club.</li> <li>Parents are encouraged to participate in reading with students at home and at school as volunteers in the classroom workshops.</li> </ul>	October to June			
<p>Develop home-to-school communication regarding grade level expectations and standards</p> <ul style="list-style-type: none"> <li>Teachers send classroom bulletin at least twice a month communicating topics/lessons</li> <li>Teachers meet with parents to discuss test results and strategies implemented</li> <li>Provide staff development on standards based instruction and data gathering and use through Calileo Benchmark Assessments</li> <li>Parent workshops (Parent Education night)</li> </ul>	September to June			N/A
<p>Teachers will participate in professional development opportunities provided by the District.</p> <ul style="list-style-type: none"> <li>All K-5 teachers will have a full day training with consultant Pam Barret that includes her modeling in a classroom using the Open Court reading curriculum. The training will include SDAIE strategies, high engagement strategies, explicit teaching of academic vocabulary, and effective use of core curriculum.</li> <li>Teachers will meet with their grade level teams to collaborate around best practices and data analysis.</li> <li>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.</li> <li>The principal, ELD specialist, and three teachers will attend a yearlong P.D. focused on improving the performance of EL students through training on Thinking Maps, SDAIE strategies, high engagement strategies, explicit teaching of academic vocabulary, and effective use of CST released test questions. The information will be shared back to the site during staff meetings</li> </ul>	September to March	Professional development in Open Court provided by the District on modified Wednesdays.		
<ul style="list-style-type: none"> <li>The principal will be monitoring classrooms to ensure the strategies gained from P.D. are implemented.</li> <li>Principal will provide feedback to teachers on classroom walkthroughs to reinforce best teaching practices.</li> <li>Principal will model lessons as needed to support teachers in implementing reading/language arts curriculum.</li> </ul>	on-going throughout the year.			

**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 88% by the end of the 2011-2012 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: 88% 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	ongoing			Unit budget CECF
Enhance and expand library books and resources to support the curriculum	ongoing			Book Fair funds
Schoolwide Science Fair	Annually - Spring			PTA
Fifth grade teachers will use the test release questions in science from previous CST to reinforce the standards tested on the CST.	February through April			
On-going professional development in science including P.D. for all K-5 teachers on the use of California Education and the Environment Initiative science materials.	September - March	Professional development in science provided by the District on modified Wednesdays.		



**VI. Planned Improvements in Student Performance (continued)**

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

<b>SCHOOL GOAL #6</b>				
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 will provide instruction in Arts education. Classroom teachers will support and supplement her efforts <ul style="list-style-type: none"> <li>• Curriculum development, mapping, planning</li> <li>• District provided Professional Development</li> <li>• Parent education</li> <li>• Arts committee members</li> <li>• Team teaching/planning</li> <li>• Staff expertise to train others</li> <li>• Staff sharing and grade level articulation</li> <li>• Use technology to support arts education</li> </ul>	Ongoing	Supplemental curricular materials  Arts materials and supplies		Unit budget/Booster Club funding

<b>SCHOOL GOAL #6</b>				
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
The Ferragut staff will serve as the body by which arts education is overseen, curriculum planning is ongoing, and the program updated/evaluated. <ul style="list-style-type: none"> <li>• Teachers plan and integrate music and art in curriculum</li> <li>• Arts committee members</li> <li>• Parent education</li> <li>• Form and maintain business partnerships</li> <li>• Ongoing oversight, planning, &amp; evaluation</li> </ul>	Ongoing	Supplemental curricular materials  Arts materials and supplies		Unit budget/Booster Club funding
Teachers will participate in staff development. <ul style="list-style-type: none"> <li>• Music Center Workshops</li> <li>• Staff expertise to train others</li> </ul>	Ongoing	District run in-services and conferences		N/A
The school will continue to make available after school opportunities for students to participate in arts and music. <ul style="list-style-type: none"> <li>• FFAST enrichment classes</li> </ul>	September - June			Parents and some scholarship through Fan Club

VII. Annual Year-End Evaluation of School Plan Objectives

<b>Everett Elementary School</b> School	<b>Comprehensive School Plan</b> <b>Annual Year-End Evaluation</b> <b>of School Plan Objectives</b>
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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
Grades 2-5: There will be an increase in the writing strategies portion of the CST with 80% proficiency as the target in each grade level by the CST assessments in the 2010-11 school year.		Not Met
<b>Goal #2</b>	The percentage of students scoring at proficient or advanced in mathematics will be 82% by the end of the 2010-2011 school year as measured by the California Standards Test (CST).	Met
<b>Goal #3</b>	The percentage of students scoring at the proficient or advanced level in English Language Arts will increase from 75% to 80% by the end of the 2010-2011 school year as measured by the California Standards Test (CST).	Met
<b>Goal #4</b>	Science Proficiency - The percentage of students scoring at the proficient or advanced level in science will 85% by the end of the 2010-2011 school year as measured by the California Standards Test (CST).	Met
<b>Goal #5</b>	All students in grades kindergarten through fifth have access to and gain knowledge from the arts as a core curricular area. Kindergarten through fifth grade 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% 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 writing in essays and narratives, it does not mean they are getting enough practice in a multiple choice format or writing strategies. Teachers examined the data in the beginning of the school year and have agreed to implement changes in their practice to address the goal. On October 26, the teachers drafted SMART goals that address Goal #1. In their SMART Goals are grade level actions they will implement to support the attainment of this goal.

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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	324	319	339	106	129	139	44	39	35	48	48	51
Growth API	858	906	922	887	928	943			903			955
Base API	858	858	906	874	907	928			889			945
Target	A	A	A	A	A	A						
Growth	20	47	27	23	21	16						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	100	93	101	80	58	52	72	104	108	31	29	40
Growth API	792	852	909	841	904	904	785	850	894			784
Base API	774	793	852	787	841	841	765	785	860			739
Target	5	5	A	5	A	A	5	5	A			
Growth	18	59	57		74	63	30	65	44			
Met Target	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes			

Table 2 - The III Accountability (District Data)

AMAQ 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	821	782	749
Percent with Prior Year Data	84.8	100	100
Number in Cohort	807	792	749
Number Met	439	903	409
Percent Met	54.5	64	55
NCLB Target	51.6	53.1	54.6
Met Target	Yes	Yes	Yes

AMAQ 2	Achieving English Proficiency			
	2008-09	2009-10	2010-11	2011-12
All Students	Years of EL Instruction		Years of EL Instruction	
	Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	424	583	374	553
Number Met	182	163	213	199
Percent Met	42.9	27.8	57	36
NCLB Target	30.6	17.4	41.3	18.7
Met Target	Yes	Yes	Yes	Yes

AMAQ 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English Language Arts	Yes	Yes	Yes
Math Proficient or Above	No	(Pending)	No
Math Proficient or Above	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAQ 3	No	No	No

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

AYP PROFICIENCY LEVEL	ENGLISH LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP										
	All Students			White			Hispanic-American			Asian	
Participation Rate	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010
	100	100	100	89	100	100	100	100	100	100	100
Number	220	239	287	90	101	117	30	31	29	37	41
	220	239	287	90	101	117	30	31	29	37	41
Percent	67.9	74.0	84.7	75.5	75.3	86.0	98.2	78.5	82.9	77.1	85.4
	67.9	74.0	84.7	75.5	75.3	86.0	98.2	78.5	82.9	77.1	85.4
AYP Target	48.0*	58.8*	67.8*	48.0*	58.8*	67.8*	48.0*	58.8*	67.8*	48.0*	58.8*
	44.5**	55.3**	66.7**	44.5**	55.3**	66.7**	44.5**	55.3**	66.7**	44.5**	55.3**
Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
AYP Criteria	Yes	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 Disadvantaged			Students with Disabilities	
Participation Rate	100	100	99	100	100	100	100	100	100	100	100
	100	100	99	100	100	100	100	100	100	100	100
Number	54	58	80	28	32	38	35	50	80	10	14
	54	58	80	28	32	38	35	50	80	10	14
Percent	54.0	62.4	79.2	43.3	55.2	75.0	50.0	63.5	76.5	32.3	44.3
	54.0	62.4	79.2	43.3	55.2	75.0	50.0	63.5	76.5	32.3	44.3
AYP Target	48.0*	58.8*	67.8*	48.0*	58.8*	67.8*	48.0*	58.8*	67.8*	48.0*	58.8*
	44.5**	55.3**	66.7**	44.5**	55.3**	66.7**	44.5**	55.3**	66.7**	44.5**	55.3**
Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

\* = AYP Target for Elementary/Middle Schools (2008=46.0%, (2010)=48.8%, (2011)=47.8%)  
 \*\* = AYP Target for High Schools (2009=44.5%, (2010)=55.3%, (2011)=66.7%)

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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	99	100	100	100	100	100	100	100	100
At or Above Proficient	230	273	307	87	115	125	29	33	30	38	43	48
Percent	71.0	85.8	90.8	82.1	86.1	91.9	65.9	64.5	65.7	81.3	89.6	94.1
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
AYP Criteria Met	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	-	-	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantaged			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	99	100	100	100	100	100	100	100	100	100
At or Above Proficient	34	72	88	31	44	49	38	78	87	13	15	28
Percent	94.0	77.4	87.1	51.7	75.9	88.5	52.8	76.0	82.1	41.8	51.7	82.5
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
AYP Criteria Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-

\* - AYP Target for Elementary/High School (2009=47.5%, 2010=58.0%, 2011=68.5%)

\*\* - AYP Target for High Schools (2009=45.5%, 2010=54.5%, 2011=68.1%)

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 2010-11									
	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning	Number Tested				
1	2	18	5	79	1	0	11			
2	1	13	5	63	2	25	8			
3			4	80	1	20	5			
4			3	50	3	50	8			
5			8	73	2	18	11			
Total	3	7	28	88	9	22	41			

## Appendix B - Analysis of Current Instructional Program

The following statements are adapted from Mo 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)
- Johnson Spelling Inventory
- Basic Phonics Skills Test (BPST)
- Phonemic Awareness Assessments such as segmenting, oral comprehension (K, and 1st Gr.)
- Science chapter and unit assessments

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

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 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.

### Staffing and Professional Development

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

100 % of the classified staff at Farnagut 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 began training on the necessary requirements of AB430 Administrative training in October 25, 2011.

#### 5. Sufficiency of credentialled teachers and teacher professional development (e.g., access to AB 499 training on SBE-adopted instructional materials) (EPC)

All faculty at Farnagut 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 monthly organization of professional development/grade level collaboration for teachers at Farnagut Elementary School is as follows:

- 1st Wednesday: Staff Meeting
- 2nd Wednesday: Grade Level Meeting/Professional Development
- 3rd Wednesday: Professional Development
- 4th Wednesday: Grade Level Meeting

The following dates for the 2011-12 school year had been reserved for district-wide professional development: Sept. 28, Oct. 12, Nov. 30, Jan. 18, Feb. 15, and Mar. 17.

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

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

Ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSA's) and by Beginning Teacher Support and Assessment Personnel (BTSA TOSA's). The teachers who staff our Resource Specialist Program provide continuous support and suggestions to teachers to help students who are struggling in various areas of the curriculum. Teachers across the district are attending Open Court Professional Development by grade levels to see effective means of implementing the Open Court curriculum. The Principal provides staff development on modified Wednesdays and model lessons in classrooms as needed.

#### 8. Teacher collaboration by grade level (EPC)

At Farnagut 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 Farnagut Elementary School adhere to the California Content Standards. All instructional materials are standards based, including social studies and science and are being taught across the grade levels. 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 and Mathematics. Benchmark assessment data is used to inform instruction and to determine intervention and enrichment needs.

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

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

- ENGLISH LANGUAGE ARTS:
  - Kindergarten - 90 minutes
  - First - Third Grade - 150 minutes
  - Fourth & Fifth - 120 minutes
- MATHEMATICS:
  - Kindergarten - Fifth Grade - 60 minutes
  - ENGLISH LANGUAGE DEVELOPMENT:
    - Kindergarten - Fifth Grade - 20 minutes

11. Lesson pacing schedule (EPC)

The Culver City Unified School District pacing plans provide guidance and structure for delivering instruction in the essential California Content Standards in English Language Arts and Mathematics across all grade levels. Instructional 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

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. We hold a before/after school intervention for at-risk students using our SuccessMaker software from October through June. Students who are at-risk 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. Mylarford 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 learning to use a District protocol for assessing and using student data to design interventions which will address students' learning deficiencies and identify areas for enrichment. The program we use is called Galileo and it provides periodic benchmark assessments which are used to drive instruction. Grade level teams regularly meet to collaborate and plan this instruction. Beginning in August of 2008, administrators began working with Dr. Dennis Fox to develop the protocols. All teachers will continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies.

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

At Farragut Elementary School, opportunities for increased learning time are funded with School Improvement funds. The program we have in place is our before and after school intervention called SuccessMaker Club previously described above.

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:
- Bell Choir (advanced and beginners)
  - Los Angeles Opera Company - 4th graders
  - Music Center Assemblies
  - Caring School Communities Program for K-5
  - After school enrichment program - Arts & Sports
  - Art class with an art teacher
  - Cheers Tutors
  - School Families
  - Reading Buddies
  - We Tell Stories for K and 1st grade
  - Storytelling for 3rd grade
  - Do Re Mi
  - Symphonic Jazz Orchestra
  - 3rd Grade Recorder class
  - Band for 4th & 5th grade students
  - Arts Integrated Program through the Music Center Education Division
  - Fifth Grade Ballroom Dancing through the Physical Education program
  - First Grade Square Dance through the Music Center artist
  - SuccessMaker and Mylarford Software
  - School wide Science Fair
  - Mathletes Club and Math Olympics training
  - Home Reading Program

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 Purpose: Assist expatriot and parenting students succeed in school.	\$
<input checked="" type="checkbox"/> Economic Impact Aid State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	\$31,807.00
<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.	\$31,878.00
<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	\$63,685.00

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)(2)	\$
Total amount of federal categorical funds allocated to this school	\$N/A
Total amount of state and federal categorical funds allocated to this school	\$63,685.00

(2) For example, special education funds used in a School-Siteled 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 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 7, 2011

Attested:

Lynn Elora  
 Typed Name of School Principal \_\_\_\_\_ Signature of School Principal \_\_\_\_\_ Date \_\_\_\_\_  
 Janice Baibley  
 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:**

- 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 \_\_\_\_\_

**Parent Pledge:**

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

Parent's/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Staff Pledge:**

- The Teacher's Pledge  
 As a teacher, I understand that education is important to every student's life. I also understand the role I play in making a difference. Therefore, I will be responsible for the following:
- Providing a challenging and positive instructional program to teach all students.
  - Teaching grade level standards and addressing the individual needs and strengths of all students.
  - Modeling behavior that is expected from our students.
  - Assigning appropriate homework with clear instructions.
  - Correcting and returning appropriate work in a timely manner.
  - Helping students follow the school and classroom rules.
  - Assisting parents with how to help children at home.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_



Appendix F - School Site Council Membership: Farragut Elementary School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lynn Eboe	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristen Knight	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nancy Darfelice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alicia Jackson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ayn Marie Fredel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephanie Mangilong	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jarica Beigley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dianne Tyeu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mark Bruah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Melissa Lane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lilian Morris Chivert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	4	5	0	5	

(43) (a) 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 be selected by the school site council. Other school personnel, including school site council members, must be selected by their peer group. School site council members must be selected by parent, and students. Members must be selected by their peer group.

## The Single Plan for Student Achievement

### La Ballona Elementary School

School Name  
19-64444-6012694  
CDS Code

Date of this revision: 12-5-2011

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 Conkapp 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: Christina Collins  
Position: Principal  
Telephone Number: (310) 842-4334  
Address: 10815 Washington Blvd.  
Culver City, CA 90232-4045  
E-mail Address: christinecollins@ccusd.org

### Culver City Unified School District School District

Superintendent: Patricia Jaffe, Superintendent  
Telephone Number: (310) 842-4220  
Address: 4034 Irving Place  
Culver City, CA 90232-2848  
E-mail Address: patriciajaffe@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 belief system.
- aesthetics is essential to life.
- we are responsible for ourselves and accountable to each other.
- individuals have the right to express their views, opinions and thoughts.
- the sense of family and belonging is integral to our lives.
- everyone has the right to preserve his/her dignity.
- each person has the capacity for goodness.

### La Ballona School Mission Statement

La Ballona Elementary School is a safe environment with high expectations, which meets the needs of a diverse population, creating responsible citizens and life long learners through a balanced curriculum and the cooperation between home, school, and community.

### BELIEFS

- We believe that students have individual needs, strengths and experiences that they bring to their learning.
- We believe all students can learn, and that they learn best in a safe environment, where they can take risks, and where they can develop to their maximum potential.
- We believe that students learn best where there is effective communication, cooperation, and support from each other, the family, and from the community.
- We believe that good schools provide a balanced and flexible curriculum that fosters excitement for learning, and includes technology, basic skills, the arts, and instruction that reach out to all types of learners.
- We believe that good schools should promote skills to foster a sense of community. We believe that every student should feel successful, supported, and valued.
- We believe that good teachers use effective teaching strategies and are life long learners who engage in professional development and who collaborate by grade level and cross grade level.

### III. School Profile

La Ballona Elementary School has a current student population of 529 students in grades Kindergarten through five. Hispanic students make up 71% of the student population; 11% of the students are white, 7% of students are Asian; 4% of students are African American; 7% of students are other ethnicities including multiracial. There are 22 general education classrooms, plus a room for ELD resource, speech, and the Resource Specialist Program. The school has a library and a computer lab. La Ballona has a Family Center, staffed by one part time case carrier and a part time social worker. The instructional staff includes a principal, 23 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 one-on-one special education aide, one ELD resource teacher, one ELD aide, one resource aide, one speech therapist, one library clerk, and one computer lab assistant. La Ballona offers the CCUSD Dual Language Program in Spanish. This year we have two kindergarten and two 1st 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!"

La Ballona parents are encouraged to participate in all areas of our school. They serve on curriculum committees, advisory boards (SSC, ELAG, GATE Advisory), participate in PTA, La Ballona Education Partners - Booster Club, attend Partners in Print parent education, Open House, Science and Book Fairs, field trips, International Dinner, tutoring, parenting classes presented by Dr. Hrach Maral 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 80 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 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/CLAD certified classroom teacher.

La Ballona is identified as a schoolwide 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 is 95%. 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. When there appears to be a problem, the Family Center may intervene to assist with health and family issues. Other strategies include parent conferences, phone calls to parents, principal intervention and SARF letters. Outstanding attendance is recognized monthly in the school newsletter and at the end of the year.

#### Transition From Preschool To Elementary/Middle School

La Ballona has a state pre-school program operated by the CCUSD Office of Child Development on site. At the end of each academic year, pre-school teachers fill out placement cards for each student matriculating to La Ballona Elementary School indicating the child's language, social, emotional, cognitive and motor development. These cards are turned into the principal who shares them with the Kindergarten teachers for proper placement. A major strategy for improving the transition between Pre-school and Kindergarten is for the pre-school teachers to meet with the Kindergarten teachers on a regular basis to exchange ideas, expectations and objectives.

La Ballona students matriculate into Culver City Middle School. Each spring the 5th grade students visit the Middle School and are given a tour and orientation. Middle School counselors and students visit the 5th grade classes to plan classes and to answer questions. 5th grade teachers are knowledgeable of the adjustments to Middle School and prepare the students for this transition academically, socially, and emotionally, throughout the year.

#### Historically Underserved Populations

Teachers and staff at La Ballona are sensitive to the particular needs of our students (culturally, gender, ethnically, socio-economically, physically, educationally). La Ballona teachers and staff make a conscious effort to provide our students equal opportunities to succeed and participate in all school activities. Additionally, all teachers in Culver City Unified School District have been provided with professional development about the implications of poverty in an educational setting, referencing the work of Ruby Payne. In 2010, La Ballona Elementary School was recognized as a recipient of the Title I Academic Achievement Award and as a California Distinguished School by the California Department of Education.

#### IV. Comprehensive Needs Assessment Components

##### A. Data Analysis (See Appendix A)

43% of the student population at La Balfora Elementary School are English language learners as indicated by CELDT data. English language learners did not meet target goals for English Language Arts in the California standards test in 2010. 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 for All Students at La Balfora Elementary School increased from 818 to 819 in 2010.  
The API for the significant sub-groups at La Balfora Elementary School increased as follows:

Hispanic sub-group- API increased from 787 to 803 in 2010  
English Language Learners- API increased from 777 to 778 in 2010  
Economic Disadvantaged sub-group- API increased from 796 to 805 in 2010

##### B. Surveys

Conclusions from Parent, Teacher and Student Input indicate:

Parents are satisfied with the overall academic curriculum, but indicated stress 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), having library aide five days per week, and stronger Fine Arts program. Technology is an area of great need.

##### C. Classroom Observations

We will provide each student with the opportunities, resources and support necessary to achieve his or her academic and personal goals. La Balfora has ongoing professional development focusing on research-based best 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 Balfora supports a progressive discipline plan focusing on developmental assets. 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 Balfora staff is provided with ongoing staff development on Differentiated Instruction, EL, and GATE Education 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 Balfora implements the District's Character Traits Program, Drug/Violence Prevention Program, Caring School Community Program, holds weekly school wide assemblies, reinforcement program (Lion's Pride & class recognitions).

We will attract, value, and support our educational teams to provide the best learning opportunities for our students. La Balfora provides our educational teams with opportunities for professional development and regular intramural grade level articulation.

We will take full advantage of the community's diverse resources.  
La Balfora actively encourages student/parent participation in programs offered by community resources, including business, artistic, and service organizations

##### D. Student Work and School Documents

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 by Donna Bernot. Teachers 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 work. This year the district is providing professional development focused on best practices and strategies for English Language Development. Three teachers from our school are participating in these workshops and conduct site trainings with all teachers at La Balfora.

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 do 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 hands. 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 motivation 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 Balfora 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/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**

43% of the the student population at La Balfora Elementary School are English Learners as indicated by CELDT data. English Learners did not meet the target goal of 56.5% 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 Balfora 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.

La Balfora's school-wide API has risen to 818 in 2010, the English Learner API is 778, and Socio-economic Disadvantaged API is 805. 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 Balfora 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:

1. **Reading:**
  - 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 percentage 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 percentage of students are English language learners
    - Limited vocabulary
    - Limited proficiency in academic language
    - Limited instruction in concept development and inferential comprehension

**Writing:**

1. Possible barriers to proficient performance include:  
 High percentage of students are English language learners  
 Language register is casual  
 Limited proficiency in academic language  
 Limited vocabulary  
 Lack of writing opportunities and formal writing instruction  
 Long absences and frequent absences  
 Weaknesses in oral 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  
 Lack of professional development in mathematical concept development

**Social Studies:**

1. Improve Report Grades in Social Studies  
 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

**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><b>SCHOOL GOAL #1</b>          (Based on conclusions from Analysis of Program Components and Student Data pages)          English Language Arts Proficiency</p> <p>The percentage of students scoring at 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 52.2% of English Language 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.</p> <p>There will be an increase in the writing strategies portion of the CST with 78% of the students proficient for each grade level measured by the writing strategies portion of the CST.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>          Students in grades K-5 (significant focus on socio-economically disadvantaged and English Learner populations).</p>	<p><b>Anticipated annual performance growth for each group:</b>          Kindergarten and 1st grade: 85% of students will meet or exceed district benchmarks for English Language Arts. 78% of English Learners and SED students will meet or exceed district benchmarks in English Language Arts.</p> <p>Grades 2-5: 78% 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 2011-2012 school year.</p> <p>English Learners: 78% of EL students in grades 2-5 will meet proficiency on the English Language Arts portion of the CST by the end of the 2011-2012 school year.</p> <p>Socio-economically disadvantaged: 78% of SED students will meet proficiency on the CST by the end of the 2011-2012 school year.</p>
<p><b>Means of evaluating progress toward this goal:</b>          CST          District Benchmark Assessments          Unit/Chapter tests          Teacher-made quizzes/tests          Classwork          Homework</p>	<p><b>Group data to be collected to measure academic gains:</b>          CST          District Benchmark Assessments          OCR Unit Assessments          Unit/Chapter tests          Teacher-made quizzes/tests          Classwork          Homework</p>

SCHOOL GOAL #1	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source
<p><b>Actions to be Taken to Reach This Goal</b>            Consider all appropriate dimensions            (e.g., Teaching and Learning, Staffing and Professional Development)</p> <p>Students performing at below grade level standards will receive assistance in small groups.</p> <ul style="list-style-type: none"> <li>• Provide kindergarten students with an instructional aide to work with small groups of students not yet proficient.</li> <li>• Purchase instructional materials.</li> <li>• Provide professional development using data to improve instruction and student achievement.</li> <li>• Use the computer lab and Success Maker software to fill academic gaps.</li> </ul>	<p>September - June</p> <p>September - June</p>	<p>Instructional Aides \$29,735.78</p> <p>Caring School Community Curriculum</p>		<p>SI</p> <p>District Funded</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)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
	<ul style="list-style-type: none"> <li>Enforce Essential Agreement and Board Policy relative to home reading.</li> <li>Principal will present and discuss salient, current research about strategies and best practices for effectively implementing Open Court Reading Program.</li> </ul>				
	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	\$20,289.00 (software) \$5700 - coordinator		Title I
	<ul style="list-style-type: none"> <li>Provide students not yet proficient with Success Maker Club.</li> </ul>				
	Implement daily time for Workshop (universal access and flexible group strategies) in all classrooms.	September - June	no charge		
	Implement Success Maker program in all classrooms, after school and before school.	September - June	\$20,289.00 (software) \$5700 - coordinator		Title I
	Provide literacy instruction trainings for parents and Partners In Print Parent Literacy Nights.	October - March			Title I, CCEF and Target grants
	Enhance classroom and site library collections.	November - May			Title I and LBEP grants
	Continue to learn and implement best instructional practices (i.e. Marzano, Bloom, Kame'enui, Hill & Flynn, Lemov). All La Balfona teachers were provided with the book, Teach Like A Champion and ongoing professional development will be presented to assist teachers in implementing instructional techniques of full participation, rigor, and high student engagement to improve classroom instruction. A school culture of high expectations will be cultivated by engaging in classroom walk-throughs, data analysis and feedback by the Instructional Quality Team technique. The principal will monitor on a regular basis to ensure that these strategies are fully implemented.	October - June			Title I
	La Balfona will create an Instructional Quality (IQ) Team to improve student engagement and therefore academic achievement by implementing the Instructional Quality Team process taught through LACOE.				
	Use Accelerated Reader Program to supplement fluency and comprehension practice.	October - June			Title I
	Develop home-to-school communication regarding grade level expectations and standards.	September - June	no charge		
	<ul style="list-style-type: none"> <li>Parent workshops and written guidelines.</li> <li>Provide data analysis sessions and professional development on standards based instruction to effectively use of District Benchmark Assessments.</li> </ul>				
	Teachers will participate in professional development opportunities provided by the District.	September - May	Professional Development provided by District on Wednesdays.		District
	<ul style="list-style-type: none"> <li>Teachers will attend monthly, district provided, professional development on Learning and Language Objectives for improving performance of English Learners in both English Language Arts and mathematics.</li> <li>Teachers will meet with their grade level teams to collaborate around best practices and data analysis.</li> <li>All teachers will participate in trainings in using modeling of SDAIE and high student engagement strategies through the Open Court Reading curriculum provided by consultant, Pam Barret.</li> <li>All K-3 teachers will be provided with professional development on supplementary ELD materials, Language Central. These trainings are provided by the district on modified Wednesdays.</li> <li>Teachers are provided training on ELD strategies to support EL students in meeting the ALEAD goals presented by Carole Ferraud, consultant.</li> </ul>				

## VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Writing Proficiency	
<p>Student groups and grade levels to participate in this goal: Kindergarten - 5th Grade</p> <p>Significant focus on English Learners, Socioeconomically Disadvantaged, and Hispanic and Latino populations.</p>	<p>Anticipated annual performance growth for each group: Kindergarten-1st Grade: 96% will meet minimum writing benchmarks. 75% will exceed benchmarks for writing. Grade 2: WMI score 78% Grade 3: WMI score 78% Grade 4: WMI score 78% Grade 5: WMI score 78%</p>
<p>Means of evaluating progress toward this goal: Kindergarten and 1st grade progress will be evaluated with District benchmarks for writing.</p> <p>Grades 2-5 will be evaluated by the Writing Strategies portion of the CST.</p> <p>4th Grade STAR Writing results.</p> <p>Writing responses (OCR)</p>	<p>Group data to be collected to measure academic gains: CST Grade level writing prompts Writing responses (OCR) 4th Grade STAR Writing results</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
	Teachers will continue to refine implementation of Being A Writer program.	September - June			District grant
	Teachers will become familiar with the district assessments and rubrics.				
	<ul style="list-style-type: none"> <li>Provide staff development to improve student achievement.</li> <li>Purchase instructional materials.</li> <li>Parent education focused on the writing process.</li> <li>Before and after school Success Maker Club.</li> </ul>				
	Provide professional development for implementation of Writers' Workshop strategies including exemplars, Author's Chair, the writing process, criteria charts, and rubrics.	September - June			Title I
	Kindergarten students will work with instructional aides in small groups to improve writing.	September - June	\$29,736.78		SI
	Provide direct instruction and supplemental instructional materials for nonreading.	September - June			Title I
	Provide extra instruction for English language learners in writing strategies by ELD Specialist and Instructional Assistant in small groups.	September - June			District provided
	Students will participate in the School Spelling Bee	November - February	no charge		
	Purchase flash drives for record keeping of documents.	October - May			Title I
	Develop home to school communication regarding grade level expectations and grade level standards for writing.	September - June			
	The principal will work collaboratively with the fourth grade team on writing to support fourth grade teachers and students prepare for the state Fourth Grade Writing Assessment in March.	October - March			
	All first through 5th grade teachers will be trained in writing using CD's from SRA Teacher Resource Library.	October - May			

VI. Planned Improvements in Student Performance (continued)

<p><b>SCHOOL GOAL #3</b> (Based on conclusions from Analysis of Program Components and Student Data pages) Mathematics</p> <p>The percentage of students scoring at proficient or advanced level in mathematics will increase from 88% of Hispanic or Latino students, 87.7% of Socioeconomically Disadvantaged students, and 84.6% of English Learners to 78% by the end of the 2011-2012 school year as measured by the California Standards Test. Alternatively we will make safe harbor to meet federal targets.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b> All students Grades K-5 with specific focus on English language learners and socio-economically disadvantaged populations in Grades 2-5.</p>	<p><b>Anticipated annual performance growth for each group:</b> Kindergarten - Grade 1: 95% of students will meet or exceed the district mathematics benchmark each year. 70% of SED and EL students will meet or exceed the district benchmark for mathematics each year.</p> <p>Grades 2-5: 78% of all students will meet proficiency on the mathematics portion of the CST by 2011-2012.</p> <p>English Learner (EL): 78% of EL students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2011-2012.</p> <p>Socio-economically Disadvantaged: 78% of students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2011-2012.</p>
<p><b>Means of evaluating progress toward this goal:</b> CST Benchmark Assessments Unit/Chapter tests Teacher made quizzes/tests Classwork Homework</p>	<p><b>Group data to be collected to measure academic gains:</b> CST District Benchmark Assessments - 3X each year Unit/Chapter tests Teacher made assessments 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>Teachers will focus on key academic standards</p> <ul style="list-style-type: none"> <li>Implementation and on-going professional development with EnVision Math program on modified Wednesday P.D.</li> <li>Purchase supplemental mathematics instructional materials.</li> <li>Kinesthetic activities involving math standards.</li> <li>School-wide monthly grade level/cross grade level collaboration meetings.</li> <li>Before, during and afterschool Success Maker software.</li> <li>Math pacing guides followed by all teachers.</li> </ul>	September - May			District
<p>Students working just below grade level (Basic category) will be offered intervention. Provide after school tutoring to students below grade level using Success Maker software.</p>	October - June	\$20,289.00		Title I
Selected Students will participate in the Math Olympiad	October - June			Title I
Family Math Nights will be provided.	October - March			Title I and STAR
All students will improve in math facts.	September - June			

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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"> <li>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.</li> </ul>				
<p>Teachers in grade 2-5 will be involved in data analysis days with the principal. Using reports from Galileo, the teachers and principal will identify math standards that need to be re-taught to support students in reaching proficiency. Teachers will identify what standards in math need to be re-taught in flexible groups. Staff and principal will monitor how our "targeted" students are progressing in math to ensure they reach proficiency.</p>	December - May			Title I
<p>ST Math+Music Program (MIND Institute) for grades 2-5.</p>	September - June	\$2700 (site license) \$17,424.00 (tech. aide)		Title I
<p>EnVision intervention math kits and training is being provided to all Kindergarten-5 teachers will training from EnVision math trainers on modified Wednesdays. All teachers will receive training on integrating technology into math instruction.</p>	September - March			District
<p>Teachers will be trained and will implement strategies using Learning Objectives in Language to improve performance of English Learners in mathematics.</p>	October - June			
<p>Teachers will implement strategies and techniques based on the book, Teach Like A Champion, such as high expectations, rigor, full participation and high student engagement to improve the performance of English Learners in meeting the AMAO goals. La Ballona will engage in Walk-Through Observations with the Instructional Quality (IQ) Team as instructed by the LACOE Instructional Quality Team workshop process.</p>	October - June			Title I



**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #4</b> (Based on conclusions from Analysis of Program Components and Student Data pages) Science	
Student groups and grade levels to participate in this goal: All 5th Grade students	Anticipated annual performance growth for each group: The percentage of students scoring at the proficient or advanced level in science will increase from 73% to 78% by the end of the 2011-2012 school year as measured by the CST.
Means of evaluating progress toward this goal: CST	Group data to be collected to measure academic gains: CST

<b>SCHOOL GOAL #4</b>				
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 materials. Science materials and professional development from California Education and the Environmental Initiative are being provided by the district on modified Wednesdays.	September - April			Title I District UCLA grant
Enhance library materials to support the science curriculum.	October - May			Title I
Students will have the opportunity to become involved in the School Science Fair. This engages the student in the Scientific Process and provides the students with project based learning.	Spring			Title I PTA
Fifth grade teachers will use the CST science test release questions to provide students with practice opportunities that cover the science standards.	January - April	No cost		

**VII. Annual Year-End Evaluation of School Plan Objectives**

<b>La Balfona Elementary School</b> School	<b>Comprehensive School Plan</b> Annual Year-End Evaluation of School Plan Objectives
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Directions: Please review your school plan objectives actions and complete the 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**  
Met. La Balfona made safe harbor.

**English Language Proficiency - Grades 2-5**  
The Percentage of students scoring proficient or advanced level in English Language Arts will increase from 48.3% for Hispanic or Latino students, 48% of Socioeconomically Disadvantaged students, and 52.2% of English Learners, to 24% to 67.6% by the end of the 2010-2011 school year as measured by the California Standards Test (CST). Alternatively, we will make safe harbor to meet federal targets.

Not Met

**Writing Strategies - Grades 2-5**  
There will be an increase in the writing strategies portion of the CST with 75% proficiency as the target in each grade level as measured by the CST assessments in the 2010-2011 school year.

Met. La Balfona made safe harbor.

**Mathematics Proficiency - Grades 2-5**  
The percentage of students scoring proficient or advanced level in Mathematics will increase from 63% for Hispanic or Latino students, 63.5% for Socioeconomically Disadvantaged students, and 62% English Learners to 88% by the end of the 2010-2011 school year as measured by the California Standards Test (CST). Alternatively, we will make safe harbor to meet federal targets.

Met

**Science Proficiency**  
The percentage of students scoring at proficient or advanced level in science will be 68% by the end of the 2010-2011 school year as measured by the California Standards Test (CST).

Met

**Narrative Explanation for each objective not met:**  
Each grade level in Grades 2-5 scored below 75% 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 reviewed the data at the beginning of the school year and have agreed to implement changes in their instruction of written language and continue to boost implementation of district writing programs such as Being A Writer and Step Up to Writing.

**Total number of School Plan Objectives met: 3**  
**Percentage of School Plan Objectives met: 75%**

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP									
	All Students		White		African-American		Asian		Hispanic	
Number Included	309	301	311	31	40	44	12	9	14	19
Growth API	820	819	843		887		841		898	
Base API	794	820	819							823
Target	5	A	A							
Growth	26	-1	24							
Met Target	Yes	Yes	Yes							

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP									
	Hispanic		English Learners		Economically Disadvantaged		Students with Disabilities		Hispanic	
Number Included	222	222	225	133	137	158	180	225	248	20
Growth API	787	803	821	777	778	803	796	806	828	867
Base API	759	788	803	738	777	778	764	786	805	851
Target	5	5	A	5	5	5	5	4	A	
Growth	28	15	18	41	1	25	32	9	21	
Met Target	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	

Table 2 - Title III Accountability (District Data)

	Annual Growth		
	2009-10	2010-11	2011-12
AMAQ 1			
Number of Annual Teachers	831	792	748
Percent with Prior Year Data	94.3	100	100
Number in Cohort	807	762	749
Number Met	489	503	409
Percent Met	60.6	64	56
MCLEB Target	51.9	53.1	54.6
Met Target	Yes	Yes	Yes

	Achieving English Proficiency			
	2009-10	2010-11	2011-12	2012-13
AMAQ 2				
Number in Cohort	424	693	374	328
Number Met	132	193	213	199
Percent Met	42.9	27.5	57	48
MCLEB Target	30.0	17.4	41.3	43.2
Met Target	Yes	Yes	Yes	Yes

	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
AMAQ 3			
English-Language Arts	Yes	Yes	Yes
Math	Yes	Yes	Yes
Science	Yes	Yes	Yes
History/Social Studies	Yes	Yes	Yes
Physical Education	Yes	Yes	Yes
Art	Yes	Yes	Yes
Music	Yes	Yes	Yes
Foreign Language	Yes	Yes	Yes
Special Education	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	Yes
Met Target for AMAQ 3	No	No	No

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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	170	159	182	23	25	39	9	-	12	18	19	18
Percent	55.0	52.8	61.7	74.2	82.5	75.0	75.0	-	86.7	84.2	88.4	81.5
AYP Target	46.0*	46.0*	46.0*	46.0*	46.0*	46.0*	46.0*	46.0*	46.0*	46.0*	46.0*	46.0*
AYP Criteria	Met	Yes	No	Yes	No	Yes	-	-	-	-	-	-

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	104	106	125	58	56	83	87	110	146	5	8	10
Percent	48.8	47.7	55.6	43.8	40.1	52.5	48.3	48.9	58.6	25.0	28.7	32.3
AYP Target	44.5**	44.5**	44.5**	44.5**	44.5**	44.5**	44.5**	44.5**	44.5**	44.5**	44.5**	44.5**
AYP Criteria	Met	Yes	No	Yes	No	Yes	Yes	No	Yes	-	-	-

\* AYP Target for Elementary/Middle Schools (2009=48.5%), (2010=50.5%), (2011=57.6%)  
 \*\* AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	215	193	218	24	25	30	11	-	11	17	17	18
Percent	68.6	64.1	70.6	77.4	82.5	71.4	91.7	-	75.8	88.5	77.5	88.4
AYP Target	47.5*	47.5*	47.5*	47.5*	47.5*	47.5*	47.5*	47.5*	47.5*	47.5*	47.5*	47.5*
AYP Criteria	Met	Yes	Yes	Yes	Yes	Yes	-	-	-	-	-	-

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	143	140	153	84	78	102	120	142	188	7	12	12
Percent	64.4	63.1	68.0	63.2	59.9	64.6	68.7	63.1	67.7	35.0	40.0	41.4
AYP Target	47.5**	47.5**	47.5**	47.5**	47.5**	47.5**	47.5**	47.5**	47.5**	47.5**	47.5**	47.5**
AYP Criteria	Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-

\* AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=50%), (2011=58.5%)  
 \*\* AYP Target for High Schools (2009=43.5%), (2010=54.5%), (2011=66.1%)

**Table 5: California English Language Development (CELD) Data**

Grade	California English Language Development Test (CELD) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K											
1	2	5	17	44	15	38	5	13			39
2	4	10	8	20	21	53	6	15	1	3	40
3	1	3	16	43	16	43	3	8	1	3	37
4	1	4	8	39	11	48	2	9			23
5	2	8	11	46	10	42	1	4			24
Total	10	6	61	37	73	45	17	10	2	1	163

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 (BPSST)  
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 Balfora 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 Balfora Elementary School has completed all necessary requirements of AB 75/AB430 training as of March 2008.

5. Sufficiency of credentialled teachers and teacher professional development (e.g., access to AB 495 training on SBE-adopted instructional materials) (EPC)

All teachers at La Balfora Elementary School are fully credentialled 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)
- The monthly organization of professional development/grade level collaboration for teachers at La Balfona Elementary School occurs during banded time provided by early dismissal on Wednesdays and is as follows:
- 1st Wednesday: Faculty Meetings
  - 2nd Wednesday: Grade Level Meeting/Professional Development
  - 3rd Wednesday: Professional Development at the site level
  - 4th Wednesday: District sponsored Professional Development

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 Balfona Elementary School, 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 (BTSAs, TOSAs). The Resource Specialists (RSS) 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 Balfona 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 Balfona Elementary School adhere to the the various content framework documents which offer a blueprint for implementation of the California Content Standards. All instructional materials are State Board of Education approved, as well as research and standards-based. Culver City Unified School District has most recently provided new standards-based curricular materials in the content areas of mathematics, English Language Development and science. Rigorous instruction of identified essential standards is implemented across the grade levels. 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 Balfona Elementary School, all teachers meet the recommended number of minutes of instruction per day for each curricular area:

**ENGLISH LANGUAGE ARTS:**  
Kindergarten - 90 minutes  
First - Third Grade - 150 minutes  
Fourth & Fifth - 120 minutes

**MATHEMATICS:**  
Kindergarten - Fifth Grade - 45-60 minutes  
**ENGLISH LANGUAGE DEVELOPMENT:**  
Kindergarten - Fifth Grade - 30 minutes

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 Balfona 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 Balfona 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. This sessions are held two days per week for 30 minutes for approximately 10 weeks. Many classes receive regular assistance from parent/grandparent volunteers. Volunteers provide various forms of help such as reading with individual students, practicing math facts, and generally assisting with follow up activities that supports previous classroom instruction.

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 ATiGalileo 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 SVP and PI requirement)

At La Balfona 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 Balfona 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 Balfona Elementary School:

- Partners in Print,
- Latino Family Literacy Program
- The Family Center,
- MIND Research Institute -Medit+Music Program
- La Balfona Education Partners
- Didi Hirsch, Mental Health Center
- Think Peace and Peace Makers, Program
- Social Skills Group
- STAR program,
- Music Center assemblies,
- Symphonic Jazz Orchestra
- Artist's in Residence
- Southern California Wolf Trap Program - administered by the Music Center Edu. Division
- Adopters Gang
- Fifth Grade Ballroom Dancing Physical Education program
- Accelerated Reader Program, 1st - 5th grade
- School-wide Science Fair
- Culver City Historical Society character interpreters present local history to 4th graders
- Success Maker Club

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

In an effort to increase parental involvement at La Balfona Elementary School, the following opportunities exist:

- The La Balfona Parent compact - Three Way Pledge
- This document highlights responsibilities of parents, students and teachers in supporting student success in school. (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
- Family Center/Didi Hirsch Mental Health Clinic sponsored Parenting Classes
- English Learner's Advisory Committee (ELAC)
- School Site Council
- PTA
- La Balfona Education Partners (booster club)
- Annual La Balfona International Dinner
- Taste of La Balfona
- PTA Reflections Art Contest
- Family Movie Nights

PTA Book Fairs

Winter Concert

Spring Concert

PTA sponsored "What Will I Do This Summer?"

La Balfona Variety Show

Parent Student Handbook

School website

Volunteer opportunities in classroom, 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 3832)

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.

ELAC/SSC

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 Balfona 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.

Site Kindergarten Aides, STAR Program Instructional Aide

PTA funds all field trips and Assemblies.

Unit Budget funds all supplies.

Culver City Education Foundation Grant to support La Balfona Elementary School teachers by funding four Smart Boards.

**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"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$99,733.00
Total amount of state categorical funds allocated to this school	
Federal Programs under No Child Left Behind (NCLB)	Allocation
<input checked="" type="checkbox"/> Title I, Part A, Scholastic Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$102,540.41
Total amount of federal categorical funds allocated to this school	
<b>Total amount of state and federal categorical funds allocated to this school</b>	
	<b>\$201,673.41</b>

(3) For example, special education funds used in a School-Based Coordinator 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:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies related to material changes in the Single Plan for Student Achievement (SPSA), requiring board approval.
- 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 \_\_\_\_\_
- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- This SPSA was adopted by the SSC at a public meeting on DEC. 22, 2011

Attested:

Christine Collins  
 Typed Name of School Principal \_\_\_\_\_ Signature of School Principal \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_  
 Typed Name of SSC Chairperson \_\_\_\_\_ Signature of SSC Chairperson \_\_\_\_\_ Date \_\_\_\_\_

**Appendix E - Homers/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.

**La Ballona 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 \_\_\_\_\_

**The Parent's Pledge**

As a parent, I am responsible for letting my child know through my words and deeds that education is important. Therefore, I 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 \_\_\_\_\_

**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.
- 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 SRSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school 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
SOLANGE BUNBAUGH	1	1	1	0	1
LEILANI FOMACIER	1	1	1	0	1
JUAN IVERSON	1	1	1	0	1
HEATHER MOSES	1	1	1	0	1
CATALINA POP	1	1	1	0	1
WADE MC MILLAN	1	0	1	1	1
JENNIFER POLLOCK	1	0	1	1	1
IRA PROCTOR	1	0	1	1	1
BESSY REYNA	1	1	1	1	1
CHRISTINE COLLINS	0	1	1	1	1
Numbers of members of each category	1	3	1	3	5

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of members represented under section 64001. 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

Linwood E. Howe Elementary School

School Name

19-64444-6012694

CDS Code

Date of this revision: October 28, 2011

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: Amy Anderson

Position: Principal

Telephone Number: (310)842-4338

Address: 4100 Inling Pl.

Culver City CA 90232-2812

E-mail Address: amyanderson@ccusd.org

Culver City Unified School District  
School District

Superintendent: Patricia W. Jaffe

Telephone Number: (310) 842-4220

Address: 4034 Inling Place

Culver City, CA 90232

E-mail Address: patriciejaffe@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.

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## 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

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### 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 18.5 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 Galileo/Weat Ed/ATI program for assessment and data driven instruction. The Galileo Program was initiated during the fall of 2007, in order to improve student achievement, district-wide. The purchase of computers and printers for every Linwood Howe teacher supports the District's move toward computerized data access for all teachers and our staff now has the computers to immediately access that information.

All Linwood Howe teachers are assigned CCUSD email addresses which they use for internal communication as well as communication with families. Parent 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 Resources 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/printer kit per grade level, two SMART Boards, a Bright Link, and a set of response clickers. Our goal for the 2011-12 school year is to have a document camera in every classroom for teachers to use as a teaching tool to engage all students, particularly our English learners. We expect that technology 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 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), Shared and Tailored 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.

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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 create programs and experiences for students to support one another in fighting against bullying at school. The Safe Routes to School Committee is a group of school, city, and community stakeholders who work together in 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 meetings 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 must provide at least 100 minutes, per week, of specialized, ELD instruction for their ELD students.

#### 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 four kindergarten teachers. First and second graders have access to Symphonic Jazz Orchestra classes supported by funding from Sony as well as our Booster Club. Third graders study the recorder with the district music teacher. Fourth and fifth grade students may choose to participate in instrumental music with the district music teacher. Third through fifth graders may also participate in choir once a week if they choose. 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 screenplays which are performed, as improvisations, by professional actors at The Big Show.

The Linwood Howe community strives to continually lessen the negative impact we have on the environment and to educate children on being environmentally aware. Our Safe Routes to School Committee is only one of the groups who work toward this end. Both our Student Council and Booster Club have "Green Seats," who are committee leaders in sustainability, recycling and gardening efforts. Parents are participating in Growing Great, a series of nutrition lessons taught to students by trained parents. Also, our school is a Community Supported Agriculture pick-up location. Community members who subscribe, pick up organic vegetables and, in return for our location, we receive funds to support our own Learning Gardens, in which students plant and harvest vegetables.

We are very fortunate to have a large playground with both grass and blacktop areas. A credentialled PE teacher and two instructional assistants are responsible for providing our daily PE program. Every year new playground equipment is added in order to provide more activity choices for our students when they are on the yard.

After school supervision is provided, on a fee basis by the CCUSD Office of Child Development through the KIK, SACC, and Club 26 programs. The Culver City Recreation Department also provides a fee-for-service supervision program called Club 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

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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 28 point increase in our API.

#### 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. Homework is not for skills that the students have not experienced before. 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. Homework may be assigned on Fridays and over vacation breaks.

#### 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. Proactive discipline is used when necessary. In order to foster and maintain a safe environment, we have implemented "Too Good for Violence," "Too Good for Drugs," 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.

#### 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 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 getting better teaching and learning strategies into place to help our English Language Learners (ELL) experience 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 ELL population. ELL students participate in our supplemental, remedial programs and are working on increasing proficiency and closing the achievement gap.

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. The Single Plan for Student Achievement

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 may be contacted to meet with teachers again. In April, when the first trimester is complete, Parent conferences for all parents 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 curriculum 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 at Linwood Howe School. This includes three 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. Three 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 teacher Leadership Team. All 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.

#### Gifted and Talented Education (GATE):

The staff continues its commitment to actively identify and reconvene all qualified students for the Gifted and Talented Education Program (GATE). All of our teachers are trained to deliver differentiated instruction to meet all students' instructional needs.

#### 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 STA 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 Language Learners receive 30 additional instructional minutes per day of English Language Development (ELD), targeting their English language levels. Teachers are receiving 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 math 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 various manipulatives (blocks, fraction pieces, etc.), and drill and practice. To enhance the mathematics program, we have instituted the Math Olympics for Elementary and Middle School (MOEMS) Program at Linwood Howe. Currently, participants are fourth and fifth graders who compete with other athletes throughout the United States and internationally. Dr. Jason Frand and Mrs. Ruth Seiken, both retirees from UCLA, volunteer as coaches for our students. Linwood Howe will be hosting our Fifth Annual MOEMS tournament for interested schools throughout Los Angeles County in March, 2012.

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 graders 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 SBA 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, and Playa Vista provided funds and specialists in fine arts, language arts, and music to support our school and the district-wide arts program. The Arts Integration Partnership with the Music Center incorporates the Theater Arts into the English Language Arts curriculum.

In 2010-11, parents formed the Arts Outreach Committee. They work to provide quality, standards-based arts education to every Lin Howe student. The committee has a chairperson at each grade level who is responsible for knowing the VAPA standards and the grade level standards. The chair person recruits volunteers to provide standards-based art lessons to students in the given grade level.

#### N. Comprehensive Needs Assessment Components

##### A. Data Analysis (See Appendix A)

In 2011-12, Linwood E. Howe's API score was 826, which is an increase from the 2009-10 API score of 797. The API grew by 29 points over the previous year. Linwood Howe met all of the federal accountability targets (AYP) overall and for every significant subgroup under state 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 researches 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 29 points
- There is a general "dip" in third grade performance.
- Linwood Howe met all of the criteria for Adequate Yearly Progress (AYP)
- Our English Language Learners and socioeconomically disadvantaged students 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 2011-12 is best first 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 (BTSA) and are offered opportunities to observe teachers who have more experience. Additionally, teachers make arrangements among themselves to observe specific teaching strategies in an effort to improve their own practice.

**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 learning how to use the results of student achievement tests to group students for release 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 assign 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 decorates 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:**

- 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 on the K-3 supplemental ELD materials
- 3. Additional professional development addressing the use of assessment data to drive instruction and provide Universal Access Time

**Assessment:**

- Strengths**
  - 1. District-wide assessments, including Galileo Benchmark assessments (3times per year in grades 1-5)
  - 2. Teacher collaboration
  - 3. Parent/Teacher Conferences and SSTs

**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 Olympics
  - 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 SST's

**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

**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

**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 of supplemental ELD instructional materials for K-3
6. Success Maker software

##### Needs

1. 30 minutes of structured ELD instruction per day at all grade levels
2. Professional development on the use of the supplemental K-3 ELD instructional materials

#### LOW SOCIO ECONOMIC STUDENTS

#### Effective Instructional Strategies:

- 1.. Family Education Nights
2. Success Maker
3. Free Homework Help Classes

##### Needs

1. Addition funds to provide for enrichment opportunities
2. Increased parent education and academic support
3. Increase in effective instructional strategies

#### PROFESSIONAL DEVELOPMENT AND HIRING

Performance Goal 3:

By 2005-2006, all students will be taught by highly qualified teachers.

#### Certificated Staff

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 30% 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 their. Teachers (all CLAD certified) offer instruction using appropriate ELD strategies and provide ELD instruction using the new 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's 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 PTA 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 achievement continue to grow school-wide. We have a new science text adoption and are working with personnel from UCLA to assist teachers in implementation of the new program. We have a committee of teachers who will provide staff development for teachers, 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, resources, occupational therapy, and specialized academic instruction. Some of our students suffer from mild to severe disabilities which make it difficult for them to access grade level curriculum in mainstream classes. Many of our students with disabilities have difficulty learning at their grade level. 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 for Linwood Howe students focuses on our Hispanic students. Many students in this group are also impacted by their English level and/or socioeconomic status. 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 benefit from Instructional Aide assistance, as needed. 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 school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<b>SCHOOL GOAL #1</b> (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). The percentage of students (including all significant subgroups) in grades 2-5 scoring at the proficient or advanced level in ELA will increase from 83.8% to 78.4% as measured by the CST in May.	
Student groups and grade levels to participate in this goal: Students in grades K-5	Anticipated annual performance growth for each group: English Language Arts: 2011-83.8% 2012 Goal- 78.4%
Means of evaluating progress toward this goal: CST Galileo Benchmark Assessments Open Court Unit/Chapter Tests Teacher-made quizzes/test Classwork Homework	Group data to be collected to measure academic gains: 2012 CST data

<b>SCHOOL GOAL #1</b>				
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
Students performing below grade level will receive specific interventions *Provide instructional assistants to work with students in small groups at all grade levels *provide students with opportunities to access SuccessMaker software, a research-based software program designed to meet students at their academic level and improve their skills in ELA and math, during and before school *teachers identify students who would benefit from homework assistance and those students attend after-school classes 2x/week	Instructional Assistants- September-June  SuccessMaker and Homework Classes- November-June  SuccessMaker Software	Salary and benefits  Teacher extra-duty assignment  complete purchase of the software	\$31,000 \$15,000  \$3,500  \$22,404.45	Title I SI  SI  Title I
Teachers will provide engaging first instruction to all students *Technology Equipment, including document cameras, laptops, and LCD projectors to increase student engagement and to pair the auditory with visuals. *ELD Professional Development- teachers attend workshops related to	Technology-November- June  ELD PD- October-June	document cameras and support equipment, printers  Substitute teachers	\$12,952  District funded	SI  Title III

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<b>SCHOOL GOAL #1</b>				
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
engaging English Learners and they share strategies with the staff (provided by Carol Ferraz) *Consultant, Pam Barrett will provide training to all teachers in the use of SDAIE strategies, explicit teaching of academic language, and engagement strategies using the Open Court curriculum *Teachers will participate in a book study of the book "Teach Like a Champion," which examines effective teaching strategies *All K-3 teachers will receive training in Language Central, supplemental ELD curriculum	Book Study- December- June  Language Central PD- November-April	Books for all teachers  Language Central Presenters	\$470  District	SI  District
Provide parent education and support *Latino Family Literacy Project *Parent Education Classes/Workshops designed to support parents *Spanish Translation	LFLP- February-June  Parent Education Nights- January and March	Instructional Supplies  Consultants Child Care	\$3,500  \$1,000	Title III  PTA
Teachers will analyze Galileo Benchmark Data and re-teach concepts to students who demonstrate they have not mastered them *Teachers will be subbed out of their class for a 1/2 day of grade level meeting time to analyze data and collaborate on strategies for providing intervention, guided by the principal	December, February, May	Substitute Teachers	\$3,500	SI

**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #2</b> (Based on conclusions from Analysis of Program Components and Student Data pages) Mathematics: Students will meet the AYP target on the 2012 California Standards Test (CST). The percentage of students (including all significant subgroups) in grades 2-5 scoring at the proficient or advanced level in mathematics will increase from 89.5% to 79% as measured by the CST in May.	
Student groups and grade levels to participate in this goal: Students in grades 2-5	Anticipated annual performance growth for each group: Math: 2011-56% 2012 goal- 79%
Means of evaluating progress toward this goal: CST Galileo Benchmark Assessments enVision Math Unit/Chapter Tests Teacher-made quizzes/test Classwork Homework	Group data to be collected to measure academic gains: 2012 CST data

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
Students performing below grade level will receive specific interventions *Provide instructional assistants to work with students in small groups at all grade levels *provide students with opportunities to access SuccessMaker software, a research-based software program designed to meet students at their academic level and improve their skills in ELA and math, during and before school *teachers identify students who would benefit from homework assistance and those students attend after-school classes 2x/week	Instructional Assistants- September-June  Successmaker and Homework Classes- November-June  SuccessMaker Software	Salary and benefits  Teacher extra-duty assignment  complete purchase of the software	\$31,000 \$15,000  \$3,500  \$22,404.46	PTA and Linwood E Howe Boosters
Teachers will provide engaging first instruction to all students *Technology Equipment, including document cameras, laptops, and LCD projectors to increase student engagement and to pair the auditory learning with visuals. *ELD Professional Development- teachers attend workshops related to engaging English Learners and they share strategies with the staff (provided by Carole Ferraud) *Consultant, Pam Barrett will provide training to all teachers in the use of SDAIE strategies, explicit teaching of academic language, and engagement strategies *Teachers will participate in a book study of the book "Teach Like a Champion," which examines effective teaching strategies	Technology-November- June  ELD PD- October-June  Book Study- December- June  enVision Math Training- September-March	document cameras and support equipment, printers  Substitute teachers  Books for all teachers  enVision Math presenters	\$12,982  District funded \$470 District	SI  Title III  SI  District

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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
*Teachers will participate in professional development in the enVision Math intervention kits for the adopted math curriculum				
Provide parent education and support *Lairino Family Literacy Project *Parent Math classes taught by volunteer, Dr. Frand *Spanish Translation	LFLP- February-June  Parent math classes- November-June	Instructional Supplies  No cost	\$3,500  No Cost	Title III  N/A
4th and 5th grade students will be offered specific Math enrichment opportunities through the Math Olympiads program and Tournament *Volunteer Dr. Frand will provide classes to 4th and 5th grade students twice a week focused on problem solving strategies *Two teams of 4th and 5th grade students will compete in the Math Olympiads Tournament	September-June  Tournament- March 17	Membership Dues  No cost	\$280  No cost	Linwood E. Howe Boosters  N/A
Teachers will analyze Galileo Benchmark Data and reteach concepts to students who demonstrate they have not mastered them *Teachers will be subbed out of their class for a 1/2 day of grade level meeting time to analyze data and collaborate on strategies for providing intervention, guided by the principal	December, February, May	Substitute Teachers	\$3,500	SI



**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #3</b> (Based on conclusions from Analysis of Program Components and Student Data pages) 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.	
Student groups and grade levels to participate in this goal: all students, all grade levels	Anticipated annual performance growth for each group: 2011- 68% 2012 Goal- 72%
Means of evaluating progress toward this goal: CST Teacher-made quizzes/test Classwork Homework	Group data to be collected to measure academic gains: 2012 CST data

<b>SCHOOL GOAL #3</b>				
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
Fifth grade teachers will use 2011 CST results as well as released test questions to reinforce 4th and 5th grade standards tested on the CST	September-May	None	None	N/A
Professional Development and instructional materials provided to K-5 teachers on modified Wednesdays	September-March	None	None	District
Service Learning Projects	September-June	Trout in the Classroom  La Balfona Wetlands Field Trip	\$1,720  \$800	Education Foundation Grants  PTA
Science Fair and Hands-on School-wide activities (i.e. egg drop)	May and June 2012	Awards and supplies (instructional supplies)	\$400	SI

**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #4</b> (Based on conclusions from Analysis of Program Components and Student Data pages) Writing: Each grade level will achieve 72% proficiency in the writing strategies portion on the 2012 CST.	
Student groups and grade levels to participate in this goal: All students, all grades	Anticipated annual performance growth for each group: Goal for all grades: 72% 2011 Results by Grade: Grade 2- 70% Grade 3- 62% Grade 4- 59% Grade 5- 64%
Means of evaluating progress toward this goal: CST 4th Grade STAR Writing Results Galileo Benchmark Assessments Written Responses in Open Court Teacher-made writing assignments	Group data to be collected to measure academic gains: 2012 CST Scores

<b>SCHOOL GOAL #4</b>				
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
Students performing below grade level will receive specific interventions *Provide instructional assistants to work with students in small groups at all grade levels *provide students with opportunities to access SuccessMaker software, a research-based software program designed to meet students at their academic level and improve their skills in ELA and math, during and before school	Instructional Assistants- September-June  SuccessMaker Classes- November-June  SuccessMaker Software	Salary and benefits  Teacher extra-duty assignment  complete purchase of the software	\$31,000 \$19,000  \$3,500  \$22,404.45	Title I SI  SI  Title I
Teachers will provide engaging first instruction to all students *Technology Equipment, including document cameras, laptops, and LCD projectors to increase student engagement *ELD Professional Development- teachers attend workshops related to engaging English Learners and they share strategies with the staff (provided by Carole Fernaud) *Consultant, Pam Barrett will provide training to all teachers in the use of SDIE strategies, explicit teaching of academic language, and engagement strategies using the Open Court curriculum *Teachers will participate in a book study of the book "Teach Like a	Technology-November- June  ELD PD- October-June  Book Study- December- June  Language Central PD-	document camera and support equipment, printers  Substitute teachers  Books for all teachers  Language Central	\$12,982  District funded \$470  District	SI  Title III  SI

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
	Champion, which examines effective teaching strategies *All K-3 teachers will receive training in Language Central, supplemental ELD curriculum *Teachers will receive professional development on Step Up to Writing and principal will monitor implementation during formal and informal teacher observations	November-April Step Up PD- January	Preseniers None	None	District N/A
	Teachers will analyze Galileo Benchmark Data and reteach concepts to students who demonstrate they have not mastered the Writing Strategies portion *Teachers will be subbed out of their class for a 1/2 day of grade level meeting time to analyze data and collaborate on strategies for providing intervention, guided by the principal	December, February, May	Substitute Teachers	\$3,500	SI

VII. Annual Year-End Evaluation of School Plan Objectives

Linwood E. Hayes Elementary 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**  
 English Language Learner (ELL) students will meet the AYP target on the 2012 California Standards Test (CST). At least 67.8% of ELL students will score at proficient or advanced on the English language portion of the test. At least 88.5% of ELL students will score at proficient or advanced on the math portion of the test.  
 Socioeconomically Disadvantaged (SED) students will meet the AYP target on the 2012 California Standards Test (CST). At least 67.8% of SED students will score at proficient or advanced on the English language portion of the test. At least 88.5% of SED students will score at proficient or advanced on the math portion of the test.  
 At least 88.5% of fifth grade students will score at proficient or advanced on the science portion of the California Standards Test.  
 At least 75% of fifth grade students will meet 5 out of 6 fitness criteria on the California Physical Fitness Test with 75% of the fifth grade students in the Healthy Fitness Zone for aerobic capacity.  
 Not Met- 86.7%, met 5 out of 6 fitness criteria  
 81.5% in HFZ

Hispanic students will meet the AYP target on the 2012 California Standards Test (CST). At least 67.8% of Hispanic students will score at proficient or advanced on the English language portion of the test. At least 88.5% of Hispanic students will score at proficient or advanced on the math portion of the test.  
 Not Met/Safe Harbor

**Narrative Explanation for each objective not met:**  
 Goals 1, 2, and 5 were not met under Sable Harbor. Goals for the 2011-12 school year are consistent with the AYP targets with an understanding that we may meet some of the goals with Sable Harbor.  
 The science goal was nearly met, missing by .5%. Fifth grade students are tested on the CST for knowledge of fourth and fifth grade science standards. Students are working with a relatively new science text adopted, and teachers are working with personnel from UCLA to implement the program so that the curriculum is highly engaging for all students. In primary grades, science is not taught as systematically as it is in the upper grades, so the focus is on language arts and math skills. Teachers will be working on aligning the science curriculum this year. Additionally, they will be integrating knowledge of student engagement strategies and use of learning objectives into their science lessons to increase student achievement. We will hold science related family nights and assemblies to encourage family involvement in the study of science, such as Astronomy Night.

The physical fitness goal was not met. Fifth graders are tested on their physical fitness achievement in the spring and some of the results indicate that students may not be prepared to transition to the middle school PE program, particularly the aerobic capacity portion of the test. Students may not be as physically active outside of the school day as we would expect. Therefore, our contracted PE teacher and his two aides are working to increase students' physical activity time at school using the SPARKS! curriculum. Our PE coach is also working with other coaches district-wide to calibrate the testing and develop strategies for addressing gaps in achievement. The PE coach also chooses to use the mile to assess aerobic capacity rather than sprint. Often, students are more successful on the assessment with the sprints, but we feel the long-term benefits of students testing for the mile are more lasting. So, we continue to choose that method for assessing aerobic capacity. Additionally, we have events such as the Jog-a-thon to promote aerobic activity.

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			
Number Included	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Growth API	804	797	828	886	882	897			831			757
Base API	802	804	787	833	866	882			787			
Target	A	A	3	A	A	A						
Growth	2	-7	20	33	-4	5						
Met Target	Yes	No	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic		English Learners			Economically Disadvantaged			Students with Disabilities			
Number Included	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Growth API	785	736	789	750	738	770	785	748	778		521	521
Base API	770	797	758	742	750	739	771	785	748		521	521
Target	5	5	5	5	5	5	5	5	5			
Growth	-5	-9	31	8	-14	34	-8	-17	28			
Met Target	No	No	Yes	Yes	No	Yes	No	No	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	851	782	748
Percent with Prior Year Data	94.8	100	100
Number in Cohort	782	807	748
Number Met	489	505	409
Percent Met	60.6	64	55
MCLE Target	51.6	53.1	54.6
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2008-09	2009-10		2010-11		
Number in Cohort	424	593		374		
Number Met	182	183		213		
Percent Met	42.9	27.5		57		
MCLE Target	30.6	17.4		41.3		
Met Target	Yes	Yes		Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroups at the LEA Level		
	2008-09	2009-10	2010-11
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	(Pending)	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	No	No	No

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	100	100	100	100	100	98	98	100	100	100	100
Number	175	181	203	48	73	75	22	20	20	10	4	-
Percent	57.8	67.1	63.8	72.1	74.5	73.6	59.5	51.3	64.5	62.5	33.3	-
AYP Target	48.0*	59.0*	67.0*	46.0*	56.8*	67.0*	46.0*	58.8*	67.0*	46.0*	56.8*	67.0*
AYP Criteria	Met	Yes	Yes	Yes	Yes	Yes	-	-	-	-	-	-

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantaged			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	99	100	100	98	99	100
Number	79	74	88	41	45	48	56	64	64	11	10	9
Percent	51.6	47.4	58.1	44.1	46.0	48.0	51.9	44.4	53.5	28.7	18.2	18.0
AYP Target	46.0*	56.0*	67.0*	46.0*	56.8*	67.0*	46.0*	56.8*	67.0*	46.0*	56.8*	67.0*
AYP Criteria	Met	Yes	No	Yes	Yes	Yes	Yes	No	Yes	-	No	-

\* = AYP Target for Elementary/Middle Schools (2009=46.0%, (2010=56.8%), (2011=67.0%))

\*\* = AYP Target for High Schools (2009=44.5%, (2010=56.8%), (2011=67.0%))

Table 4: Mathematics Adequacy Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	100	100	100	100	100	98	98	100	100	100	100
Number	182	185	221	32	70	80	22	18	20	11	7	-
Percent	63.4	58.4	69.5	78.6	71.4	78.4	59.5	49.2	64.5	68.8	58.3	-
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
AYP Criteria	Met	Yes	Yes	Yes	Yes	Yes	-	-	-	-	-	-

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantaged			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	99	100	100	99	99	100
Number	85	78	97	50	44	56	58	70	92	10	12	14
Percent	55.6	50.0	61.8	53.8	44.0	58.0	53.7	48.6	58.6	27.0	21.9	28.0
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
AYP Criteria	Met	Yes	No	Yes	Yes	Yes	Yes	No	Yes	-	No	-

\* = AYP Target for Elementary/Middle Schools (2009=47.5%, (2010=58.0%), (2011=68.5%))

\*\* = AYP Target for High Schools (2009=43.5%, (2010=54.8%), (2011=68.1%))

**Table 5: California English Language Development (CELD) Data**

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	
K											
1			7	44	5	31	4	25			16
2	2	7	5	18	16	57	3	11	2	7	28
3	3	14	3	14	8	38	5	24	2	10	21
4	1	7	7	47	5	33	2	13			15
5			6	80	3	30			1	10	10
Total	8	7	28	31	36	42	14	15	5	5	91

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:

- **Gateway 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**
- **Joinston 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 Gateway 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 credentialed teachers and teacher professional development (e.g., access to AB 496 training on SBE-adopted instructional materials) (EPC)
 

All faculty at Linwood E. Howe Elementary School have met the requirements necessary and are highly qualified and fully credentialed according to NCLB.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (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/Gallileo
  - Grade Level Meetings
  - Site Level Professional Development

Additionally, teachers have a one hour block of time every other 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 therapist.

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. Twice each month, 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.

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

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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 Gallileo Benchmark period to guide their planning. 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 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
  - Evolution Mathematics, including research, 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 the 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 Gallileo 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 protocol of data analysis. Additionally, the principal and two lead teachers have organized 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 will be participating in a book study based on the book, Teach Like a Champion, which provides examples of research-based effective instructional techniques, which they will incorporate 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 district 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.

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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 preschoolers 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 Custer 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.

**Implementation**

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 Storywriting Program
- Letino 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
- Writing 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 (DELAAC), 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 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	\$378,458
<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.	\$48,002
<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	\$124,460

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	\$53,898.75
<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	\$53,898.75
Total amount of state and federal categorical funds allocated to this school	\$178,458.75

(4) For example, special education funds used in a School-School Collaborative 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 hereby 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):
 

<input type="checkbox"/>	State Compensatory Education Advisory Committee		Signature
<input checked="" type="checkbox"/>	English Learner Advisory Committee		Signature
<input type="checkbox"/>	Special Education Advisory Committee		Signature
<input type="checkbox"/>	Gifted and Talented Education Program Advisory Committee		Signature
<input type="checkbox"/>	District/School Liaison Team for schools in Program Improvement		Signature
<input type="checkbox"/>	Compensatory Education Advisory Committee		Signature
<input type="checkbox"/>	Departmental Advisory Committee (secondary)		Signature
<input type="checkbox"/>	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: October 18, 2011

Attested:

Amy Anderson

Typed Name of School Principal

Signature of School Principal

Date

Kate Cowen

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

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12/2/11

**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 WHY COMPACT FOR 2011-12 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, 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:
- 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, peace, 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

The Single Plan for Student Achievement

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12/2/11

**Staff Pledge:**

The Linwood Home School Teacher's Commitment

As a Linwood Home 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
- 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 \_\_\_\_\_

**Appendix F - School Site Council Membership: Linwood E. Howe Elementary School**

Education Code Section 64001 requires that the SPGA 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
Jeanie Schilling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maghan Smith-Wells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adrioo 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Margie Cunningham	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MaryAnn Sweeney	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kate Cowen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeff Rose	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Anderson	<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	

(43) At elementary schools, the school site council must be composed to assure equity 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 constitute a majority of the 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 their peer group.

## BOARD REPORT

12/13/11

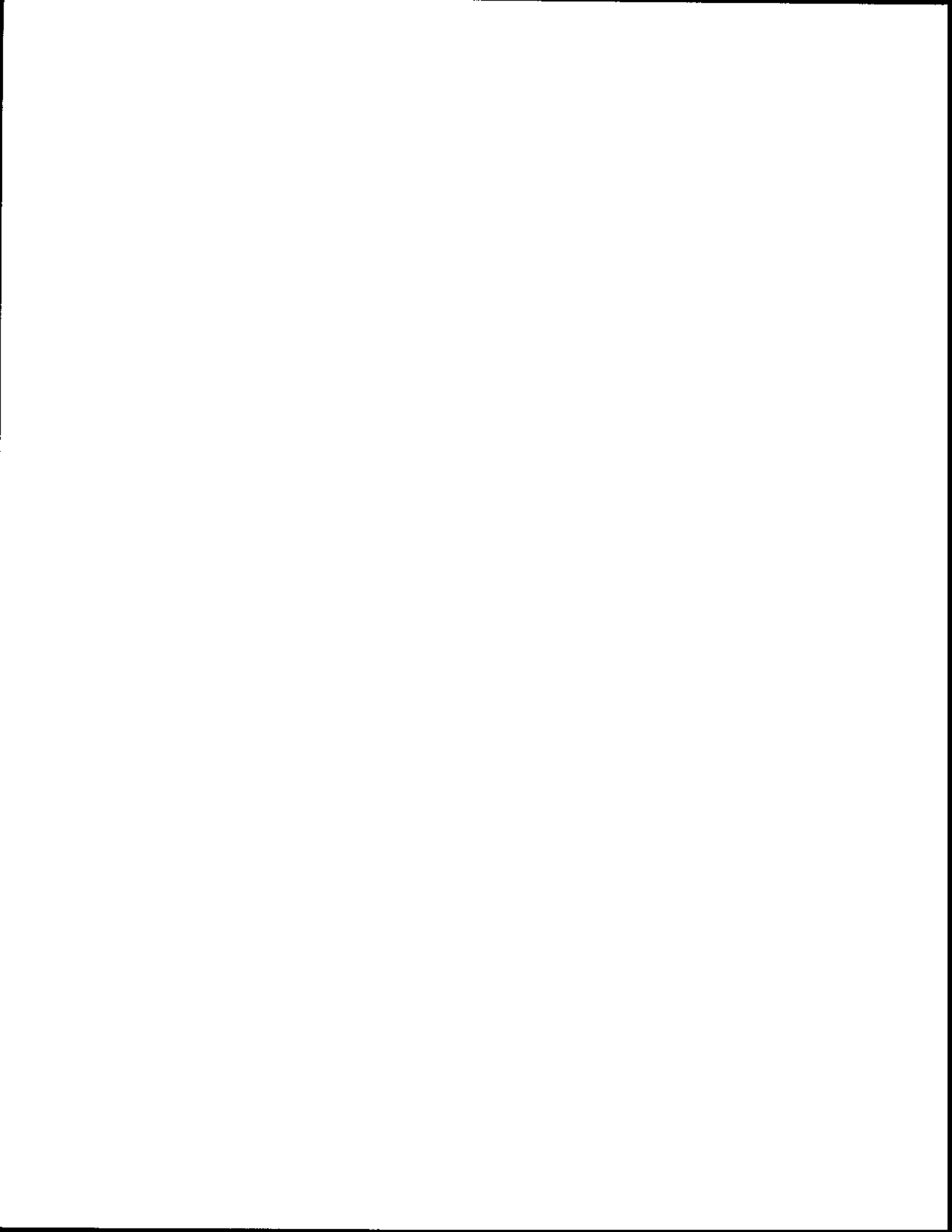
10.1

### 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.



## BOARD REPORT

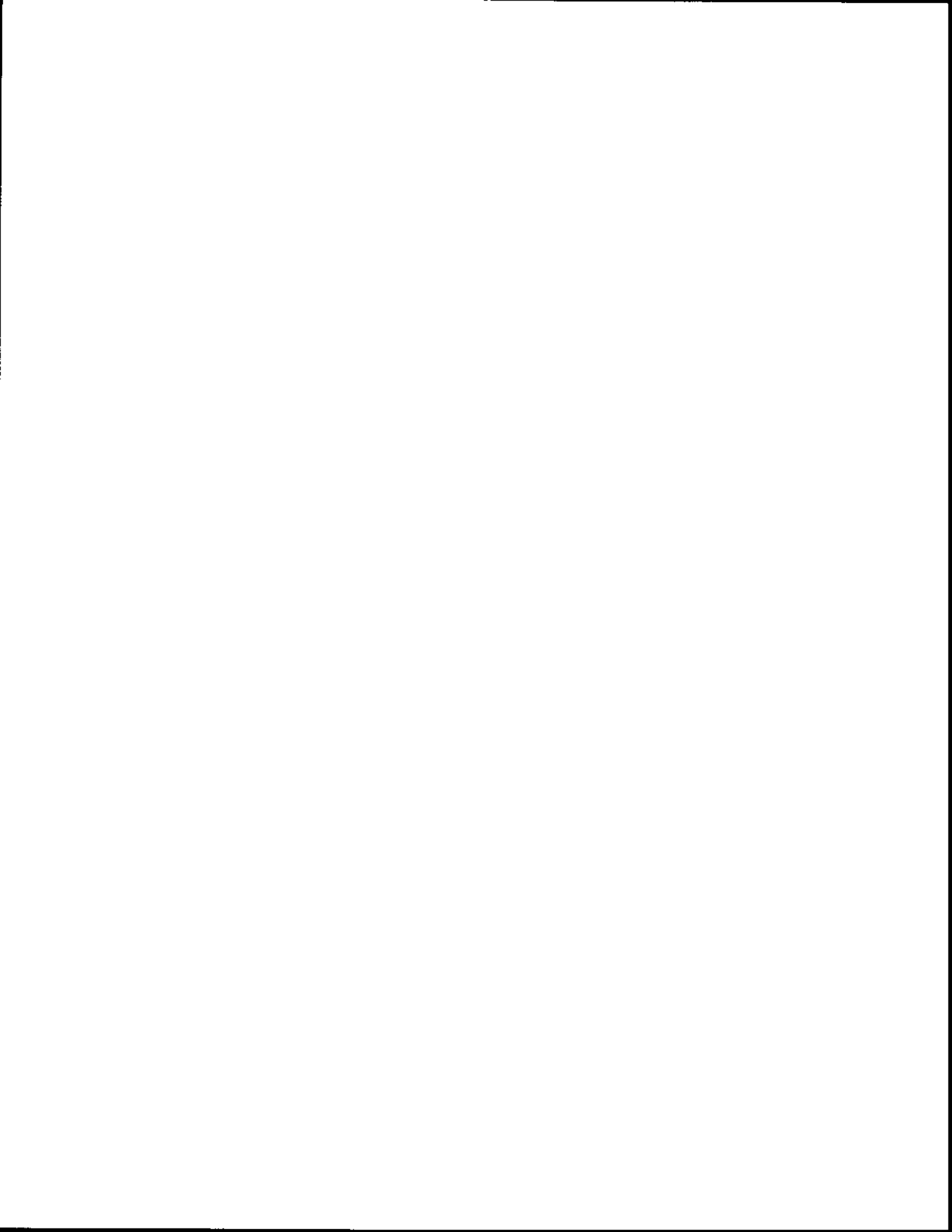
12/13/11

12.1

### **12.1 Presentation of the First Interim Report for 2011-2012**

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

The First Interim Report for the 2011-2012 fiscal year is provided under separate cover.



## BOARD REPORT

12/13/11  
14.2a

### **14.2a Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #04-11-12**

Under AR 5144.1(s) a student may have an alternative to an expulsion hearing. A stipulated expulsion is a proposed recommendation to expel presented to the Board of Education that bypasses the hearing process based on agreement of the district and parent/guardian.

All of the following must occur for a stipulated expulsion to be considered:

- a) the facts leading to the recommendation to expel are not disputed, and
- b) the principal and Superintendent's designee believe it is in the best interest of the student, and
- c) parent/guardian and principal agree that it is unnecessary to convene an administrative hearing panel to make a recommendation to the Board to expel, and
- d) the parent/guardian voluntarily agrees to a proposed expulsion order that will be presented to the Board of Education for action.

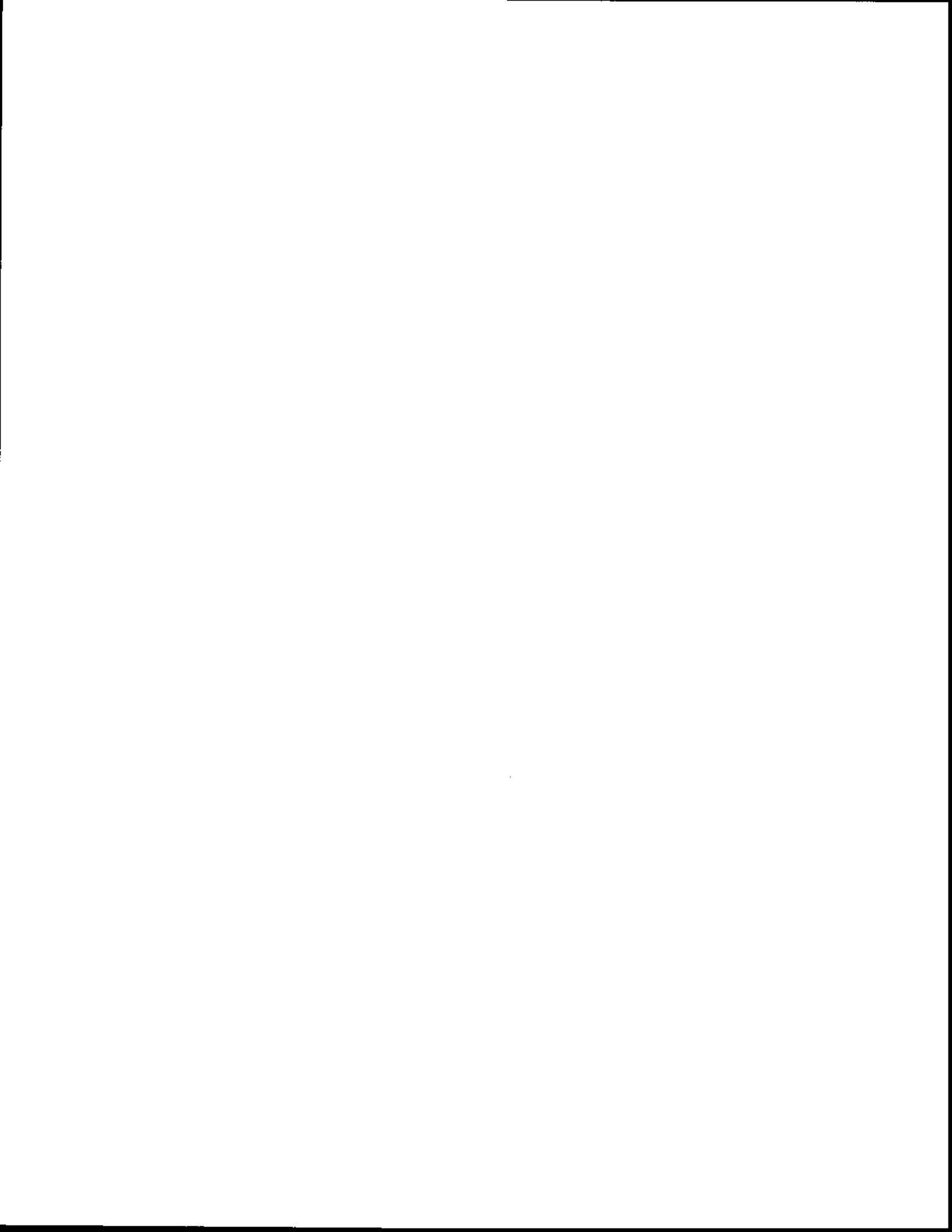
District Administration recommends that Case #04-11-12, an 8th grade student at Culver City Middle School, be expelled from the Culver City Unified School District and be referred to a Community Day School. The student will be expelled under the terms and conditions of a stipulated expulsion that will remain in effect through June 2012.

**RECOMMENDED MOTION:** That the Board approve the stipulated expulsion of Case # 04-11-12 through June 2012 and that the student be referred to a Community Day School.

Moved by:

Seconded by:

Vote:





**14. 3a Certification of the First Interim Report for 2011-2012**

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

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

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

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

In certifying the 2011-12 First Interim Report, the Board understands its fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years. The Board recognizes that this First Interim Report represents revenue and expenditure projections over the multi-year period which are based on the best known information at this time.

**RECOMMENDED MOTION:** That the Board of Education approve the 2011-12 First Interim Report; and, certify that Culver City Unified School District will be able to meet its financial obligations for the remainder of the current fiscal year and two subsequent fiscal years.

**Moved by:**

**Seconded by:**

**Vote:**

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

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

**RECOMMENDED MOTION:** Effective December 13, 2011, that any one of the following be authorized to sign for warrants, salary payment, orders for salary payment, notices of employment, and other related documents: Patricia Jaffe, Superintendent; Noorali Delawalla, Assistant Superintendent, Business Services; Eileen Carroll, Assistant Superintendent, Educational Services; Leslie Lockhart, Director, Human Resources; and Sean Kearney, Director, Fiscal Services;

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

Authorize the Superintendent, Patricia Jaffe; Assistant Superintendent, Business Services, Noorali Delawalla; and Eileen Carroll, Assistant Superintendent, Educational Services to sign approved contracts and agreements;

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

Authorize the Superintendent, Patricia Jaffe; Assistant Superintendent, Business Services, Noorali Delawalla; and Director of Fiscal Services, Sean Kearney, to represent the District in Joint Powers Agreements (JPA);

Authorize the Superintendent, the Assistant Superintendent, Business Services and the Director of Fiscal Services to establish bank accounts in the District's name and authorize as signators of District accounts, Patricia Jaffe, Noorali Delawalla and Sean Kearney;

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

Authorize the Assistant Superintendent, Business Services, Noorali Delawalla, to sign change orders through December 13, 2012.

**Moved by:**

**Seconded by:**

**Vote:**

# CULVER CITY UNIFIED SCHOOL DISTRICT

DISTRICT

## CERTIFICATION OF SIGNATURES

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

**K-12 Districts:** 35143, 42632, and 42633

**Community College Districts:** 72000, 85232, and 85233

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

These approved signatures are valid for the period of: 12/13/11 to 12/13/12

In accordance with governing board approval dated December 13, 20 11

Signature \_\_\_\_\_  
Clerk (Secretary) of the Board

**NOTE:** Please TYPE name under signature.

**Column 1**

Signatures of Members of the Governing Board

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

**\* Column 2**

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

SIGNATURE
TYPED NAME
Patricia Jaffe
TITLE Superintendent
SIGNATURE
TYPED NAME
Noorali Delawalla
TITLE Asst. Superintendent, Business Services
SIGNATURE
TYPED NAME
Eileen Carroll
TITLE Asst. Superintendent, Educational Services
SIGNATURE
TYPED NAME
Mary Caruso
TITLE Director, Purchasing
SIGNATURE
TYPED NAME
Leslie Lockhart
TITLE Director, Human Resources
SIGNATURE
TYPED NAME
Andrew Sotelo
TITLE Director, Pupil Services
SIGNATURE
TYPED NAME
Jo-Anne Cooper
TITLE Director, Special Education

Number of Signatures required:

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

\* Column 2 signatures continued on Pg 2

**CULVER CITY UNIFIED SCHOOL DISTRICT**  
DISTRICT

**CERTIFICATION OF SIGNATURES**

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

**K-12 Districts:** 35143, 42632, and 42633  
**Community College Districts:** 72000, 85232, and 85233

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

These approved signatures are valid for the period of: 12/13/11 to 12/13/12

In accordance with governing board approval dated December 13, 20 11

Signature \_\_\_\_\_  
Clerk (Secretary) of the Board

**NOTE:** Please TYPE name under signature.

**Column 1** (See Pg 1)  
Signatures of Members of the Governing Board

SIGNATURE
TYPED NAME
<b>President of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME
<b>Clerk/Secretary of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME
<b>Member of the Board of Trustees/Education</b>
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<b>Member of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME
<b>Member of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME

**Column 2**  
Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE
TYPED NAME
<b>Sean Kearney</b>
TITLE
<b>Director, Fiscal Services</b>
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE

Number of Signatures required:

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

**14.3c Approval of Extension of Joint Use Agreement between Culver City Unified School District and the City of Culver City**

Culver City Unified School District and the City of Culver City have been the parties to a Joint Use Agreement (“Agreement”) for several years. Under the terms of the Agreement, either party may terminate the agreement by providing the other party with at least six months’ notice. Culver City Unified School District provided such timely notice and, in accordance with the terms of the Agreement, the Agreement expired on June 30, 2011.

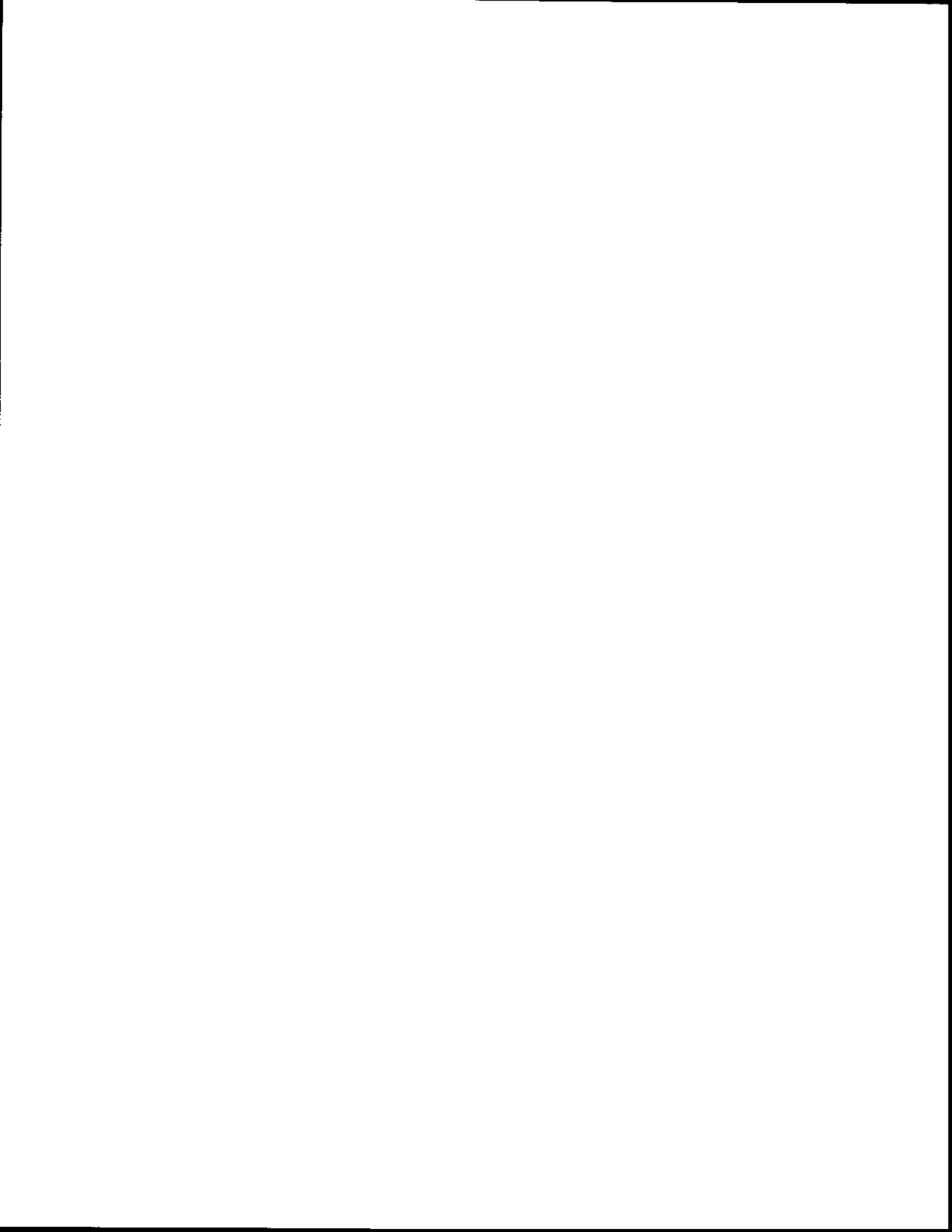
Since receipt of the notice from the District, the Superintendent and the Assistant Superintendent of Business Services have met with the City Manager, Assistant City Manager, and Parks, Recreation, and Community Services Director several times to discuss how the two parties should proceed. From these meetings, it is evident that the terms under which the Joint Use Agreement was originally formulated have undergone changes over the past years. While both parties have expressed a desire to continue working together cooperatively to provide services and facilities to our mutual customers, the number of issues that have arisen during these discussions have led both the Superintendent and the City Manager to recommend to the Board and the City Council an additional six month extension to the existing Agreement. The first six month extension was approved by the Board of Education on June 14, 2011 and is set to expire on 12/31/11.

**RECOMMENDED MOTION:** That the Board of Education for Culver City Unified School District authorize an amendment to the existing Joint Use Agreement with the City of Culver City, extending the term thereof for an additional six months, expiring on June 30, 2012.

**Moved by:**

**Seconded by:**

**Vote:**



## BOARD REPORT

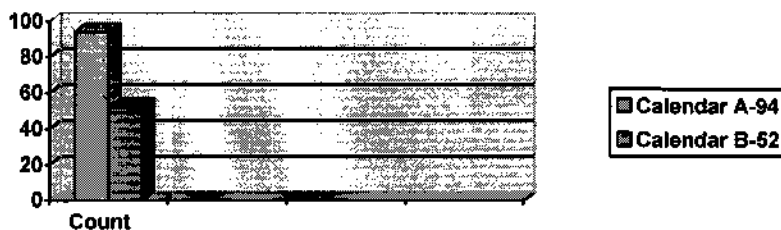
### **14.4a Approval is Recommended for the 2012/2013 School Year Calendar**

Submitted herewith is the proposed 2012/2013 School Year Calendar. The original draft of the proposed calendar was developed by the Calendar Committee, which was comprised of representatives from the Culver City Federation of Teachers (CCFT), the Association of Classified Employees (ACE) and the Management Association of Culver City Schools (MACCS). This final draft is now presented for Board consideration and adoption with the following understanding:

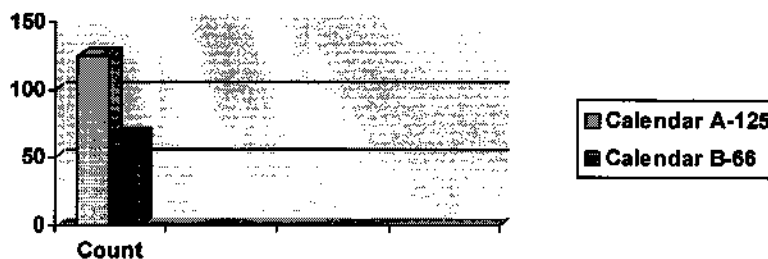
- The calendar for 2012/2013 is a tentative calendar that is subject to negotiations.
- This proposed calendar is primarily a mechanism to facilitate the upcoming school year registration process.
- The proposed calendar, including teacher work days, is subject to change via the negotiation process.
- The staff development days on the proposed calendar are subject to negotiations.

Employees and parents were invited to participate in an online survey in March, 2011, to indicate their preference for Calendar Option A (to begin school September 14) or Option B (to begin school August 27, 2012). Results from Survey Monkey are as follows:

#### **Employee Survey**



#### **Parent Survey**



**RECOMMENDED MOTION:**

That the proposed 2012/2013 School Year Calendar be approved as presented.

Moved by:

Seconded by:

Vote:

\* = End of quarter/semester  
 ( ) = Begin/end of school  
 X = Local Holiday  
 \* = Legal Holiday  
 ^ = New Teacher Orientation  
 || = Non-pupil Days

## Culver City Unified School District 2012/2013 School Year Calendar

89 = Days Taught Semester 1  
 91 = Days Taught Semester 2  
 180 = Instructional Days  
 184 = Veteran Teacher Days  
 185 = New Teacher Days

School Month	First Week					Second Week					Third Week					Fourth Week					Days Taught	Legal Holiday	Local Holiday
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri			
First School Month	Aug 20	21	22	23	24	27	28	29	30	31	Sept. 3	(4)	5	6	7	10	11	12	13	14	9	1	0
Second School Month	17	18	19	20	21	24	25	26	27	28	Oct. 1	2	3	4	5	8	9	10	11	12	20	0	0
Third School Month	15	16	17	18	19	22	23	24	25	26	Nov. 29	30	31	1	2	5	6	7	8	9	20	0	0
Fourth School Month	* 12	13	14	15	16	X 19	20	21	22	23	Dec. 26	27	28	29	30	3	4	5	6	7	16	2	2
Fifth School Month	10	11	12	13	14	17	18	19	20	21	X 24	25	26	27	28	X 31	Jan 1	2	3	4	10	2	8
Sixth School Month	7	8	9	10	11	14	15	16	17	18	* 21	22	23	24	25	28	29	30	31	1	18	1	0
Seventh School Month	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	1	18	2	0
Eighth School Month	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	X 25	26	27	28	29	15	0	5
Ninth School Month	Apr. 1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	15	0	5
Tenth School Month	29	30	1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	20	0	0
Eleventh School Month	* 27	28	29	30	31	June 3	4	5	6	7	10	11	12	13	14	17	18	19	20	(21)	19	1	0
<b>Totals</b>															<b>180</b>	<b>9</b>	<b>20</b>						

*Legal Holiday Per Education Code Section 37229	Date in 2012-2013	Day of Week 2012-2013	X Local Holiday Per Education Code Section 37220.(13) & Recesses	Elementary Trimesters & Elementary Parent Conference Minimum Days	Adult School Program Schedules	Other
Independence Day	July 4	Wednesday	Local Days	Elementary Trimesters	ADA - Dates	New Teacher Orientation
Labor Day	Sep. 3	Monday	November 21, 2012 Wednesday November 23, 2012 Friday	Elementary Trimesters	Fee Based Trimesters	Teacher Work Day (Non-Pupil Day)
Veteran's Day (Observed)	Nov. 12	Monday	Local Recess	Elementary Trimesters	Fee Based Trimesters	Non Pupil Day - January 28, 2013
Thanksgiving	Nov. 22	Thursday	Winter Recess Dec. 24, 2012 - Jan 4, 2013 Spring Recess March 25 - April 5, 2013	Elementary Parent Conference Minimum Days	Fee Based Trimesters	Instruction Begins September 4, 2012
Christmas Day	Dec. 25	Tuesday	Classified Employee Holidays	Target Parent Conference Dates	Kids Enrichment Summer Program	School Ends June 21, 2013
New Year's Day Observed	Jan. 1	Tuesday	November 21, 2012 November 23, 2012	Parent Conference Dates	Parent Conference Dates	Summer School Remediation Grades 9 <sup>th</sup> -12 <sup>th</sup> Extended Year.
Dr. King Day	Jan. 21	Monday	December 24, 2012	Parent Conference Dates	Parent Conference Dates	Accepted by the Board
Lincoln's Day Observed	Feb. 15	Monday	December 26, 2012 (Admin Day)	Parent Conference Dates	Parent Conference Dates	
Washington's Day Observed	Feb. 18	Monday	Office of Child Development is closed legal & classified holidays.	Parent Conference Dates	Parent Conference Dates	
Memorial Day	May 27	Monday		Parent Conference Dates	Parent Conference Dates	



12/13/2011

15.1

**BOARD REPORT**

**15.1 Oath of Office for Incoming Board Members**

Incoming Board Members, Laura Chardiet and Nancy Goldberg will take their Oath of Office for the Culver City Unified School District.

**15.2 Annual Governing Board Organizational Meeting - Ed. Code 35143**

**ELECTION OF OFFICERS:**

**President**

Nominations:

Elected:

**Vice President**

Nominations:

Elected:

**Clerk**

Nominations:

Elected:

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

Nominations:

Elected:

**APPOINTMENTS:**

**Parliamentarian**

**Representatives to the Board of Education/City Council Liaison Committee**

- 1.
- 2.
- 3.

(Alternate)

**Representative to the Youth Health Center Committee**

**Representative to the District Community Arts Committee**

**Representative to the Feinschreiber Foundation**

**Liaison to the Culver City Education Foundation**