

BOARD MEETING NOTICE AND AGENDA

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

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

January 26, 2010

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

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

2. PUBLIC COMMENT ON CLOSED SESSION ITEMS

3. RECESS TO CLOSED SESSION

- 3.1 Student Discipline (Pursuant to EC §35146; §48918 (c))
 - a) Expulsion of Pupil Services Case #07-09
 - b) Reinstatement of Pupil Services Case #08-09
 - c) Reinstatement of Pupil Services Case #11-09
 - d) Reinstatement of Pupil Services Case #05-09
- 3.2 Conference with Labor Negotiator (Pursuant to GC §54957.6)
Agency Designated Representatives: Patricia Jaffe, Assistant Superintendent, Human Resources, David El Fattal, Assistant

Superintendent Business Services, and Myrna Rivera Coté, Ed.D.,
Superintendent
Employee Organizations: Culver City Federation of Teachers (CCFT),
Association of Classified Employees (ACE), and Management
Association of Culver City Schools (MACCS)

3.3 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54947)

3.4 Public Appointment/Employment (Pursuant to GC §54947)
Certificated Personnel Services Report No. 12
Classified Personnel Services Report No. 12

4. ADJOURNMENT OF CLOSED SESSION

5. REGULAR MEETING – 7:00 p.m.

5.1 Roll Call – Board of Trustees
Steven Gourley, President
Scott Zeidman, Esq., Vice President
Karlo Silbiger, Clerk
Katherine Paspalis, Esq., Member
Patricia Siever, 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 –
January 12, 2010
- 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. 12
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 12

- 9.6 Approval is Recommended for the Office of Child Development 2009/2010 Contract for Instructional Materials Program
- 9.7 Approval is Recommended for the Office of Child Development 2009/2010 Resolution for the Instructional Materials Program

10. **AWARDS, RECOGNITIONS AND PRESENTATIONS**

- 10.1 Spotlight on Student Achievement – Culver City High School

11. **PUBLIC RECOGNITION**

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

- 11.1 Superintendent's Report
- 11.2 Assistant Superintendents' Reports
- 11.3 Members of the Audience
- 11.4 Student Representatives' Report
- 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 2008-2009 Independent Audit Report
- 12.2 Culver City Youth Health Center – Services and Impact
- 12.3 Single Plans for Student Achievement Overview
- 12.4 Compensation Report of the Members of the Board of Education
- 12.5 Budget Update

13. **RECESS**

14. **ACTION ITEMS**

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

14.1 **Superintendent's Items - None**

14.2 Education Services Items

14.2a Approval is Recommended for the Expulsion of Pupil Services
Case #07-09

Motion by _____ Seconded by _____ Vote _____

14.2b Approval is Recommended for Reinstatement of Pupil Services
Case #08-09

Motion by _____ Seconded by _____ Vote _____

14.2c Approval is Recommended for Reinstatement of Pupil Services
Case #11-09

Motion by _____ Seconded by _____ Vote _____

14.2d Approval is Recommended for Reinstatement of Pupil Services
Case #05-09

Motion by _____ Seconded by _____ Vote _____

14.2e Approval is Recommended for a New ROP Class at Culver City High
School: Careers in Education

Motion by _____ Seconded by _____ Vote _____

14.2f Approval is Recommended for the 2009-2010 Consolidated Application
for Funding Categorical Programs, Part II

Motion by _____ Seconded by _____ Vote _____

14.2g Approval is Recommended for the Single Plan for Student Achievement
(SPSA) for Culver Park High School

Motion by _____ Seconded by _____ Vote _____

14.2h Approval is Recommended for the Single Plan for Student Achievement
(SPSA) for El Marino Language School

Motion by _____ Seconded by _____ Vote _____

14.2i Approval is Recommended for the Memorandum of Understanding
between Culver City Unified School District and the Los Angeles Child
Development Center Regarding Operation of the Culver City Youth
Health Center

Motion by _____ Seconded by _____ Vote _____

14.2j Approval is Recommended for the Memorandum of Understanding between Culver City Unified School District and the Venice Family Clinic Regarding Operation of the Culver City Youth Health Center

Motion by _____ Seconded by _____ Vote _____

14.3 Business Items - None

14.4 Personnel Items

14.4a Second Reading and Approval of Administrative Regulation 4117.11, Pre-retirement Part-Time Employment

15. BOARD BUSINESS

15.1 Discussion on Rotation of Board Meeting Locations

15.2 CSBA Conference Attendance Reports

16. PUBLIC RECOGNITION – Continued

Public Recognition is the time when members of the public may address the Board on matters not scheduled on the agenda. Those wishing to speak must complete a Speaker's Card and submit it to the Superintendent's Executive Assistant. Three (3) minutes will be allotted to members of the audience, for a total of twenty (20) minutes. Board members will be allotted fifteen (15) minutes to comment during this portion of the agenda.

16.1 Members of the Audience

16.2 Members of the Board

17. 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

February 9 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

February 23 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

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

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

Meeting:	<u>Regular Meeting</u>	Date:	<u>January 12, 2010</u>
Place:	<u>District Administration Office</u>	Time:	<u>6:00 p.m. – Public Meeting</u>
	<u>4034 Irving Place</u>		<u>6:01 p.m. – Closed Session</u>
	<u>Culver City 90232</u>		<u>7:00 p.m. – Public Meeting</u>

Board Members Present

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

Staff Members Present

Myrna Rivera Coté, Ed.D., Superintendent
David El Fattal, M.B.A.
Gwenis Laura, Ed.S.
Patricia Jaffe, M.S.

Call to Order

Board Vice 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 four Board members in attendance. Mr. Gourley was absent. Mr. Rick Prieto 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.

7. Public Hearing

7.1 Culver City Federation of Teachers Initial Collective Bargaining Proposal to the Culver City Unified School District (CCUSD) for the 2009/2010 School Year

Mr. Zeidman opened the public hearing at 7:02 p.m. David Mielke welcomed the new Board members and provided a brief overview of some of the components of the proposal which included additional preparation time for elementary teachers, evaluations, and a new stipend for elementary teachers teaching combination classes. Alan Elmont stated that he was glad to hear from Mr. Mielke that the teachers want to take a leadership role in discussions on the teacher evaluation process. He also felt that the proposal contradicts the Race to the Top evaluation process. With no further comments from the audience Mr. Zeidman closed the public hearing at 7:09 p.m.

8. Adoption of Agenda

It was moved by Mr. Silbiger and seconded by Ms. Siever that the Board adopt the January 12, 2010 agenda as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

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. Mr. Silbiger requested that item 9.1 and 9.7 be withdrawn. Mr. Zeidman requested that item 9.6 be withdrawn. It was moved by Ms. Siever and seconded by Mr. Silbiger to approve Consent Agenda Items 9.2 – 9.5 and 9.8 as presented. The motion was approved with a vote of 4- Ayes and 0 - Nays.

9.2 Purchase Orders and Warrants

9.3 Acceptance of Gifts – Donations

9.4 Certificated Personnel Reports No. 11

9.5 Classified Personnel Reports No. 11

9.8 Culver City Middle School Cheerleading Team to Participate in the Jamz Cheerleading National Competition in Las Vegas, Nevada February 18-19, 2010

9.1 Approval is Recommended for the Minutes of Regular Meeting – December 8, 2009; and Special Meeting – December 15, 2009

Mr. Silbiger withdrew this item to correct a typographical error. He revised the Call to Order time on the December 8, 2009 Minutes to read 5:30 p.m. instead of 6:00 p.m.

9.6 Approval is Recommended for the Culver City High School Robotics Team to Participate in the First Robotics National Championship in Atlanta, Georgia April 14-17, 2010

Mr. Zeidman withdrew item 9.6 because he wanted to show a brief presentation on a Robotics competition to share the experience with the Board and audience members, and to show an example of what the students would be doing at the competition.

9.7 Approval is Recommended for Culver City High Students to Participate in the Sojourn to the Past Field Trip through Southern States, February 11-20, 2010

Mr. Silbiger pulled item 9.7 to inquire if the students would be receiving excused absences for the trip. Ms. Laura responded yes.

It was moved by Ms. Paspalis and seconded by Ms. Siever to approve items 9.1 as amended; and items 9.6 and 9.7 as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

10. Awards, Recognitions and Presentations

10.1 American Citizenship Awards

Dr. Coté and the Assistant Superintendents read the names and accomplishments of each school's recipient of the American Citizenship Award for the month of January. The recipients were Kennedy Simon from El Marino School; Juan Calderon from El Rincon Elementary; Julianna DeNeve from La Ballona School; Emma Kessner from Linwood E. Howe School; Amanda Jaramillo from Farragut School; Faith Gay from Culver City Middle School; Breanna VonMertens from Culver Park High School; and Chelsea Walker from Culver City High School. Board members presented each recipient with a pin and certificate; and thanked the students and their families for attending the meeting

10.2 Culver City Education Foundation – Building Blocks for Education

Ms. Injin Park, Trustee from the Education Foundation, provided information on the meaning of the Building Blocks for Education and presented two Building Blocks to Mrs. Sandra Davis. Mrs. Davis thanked the donors and gave a brief speech.

10.3 Youth and Government/School District Student Activities

Dr. Coté reported on the meeting she attended at the YMCA to discuss issues relevant to student participation in district activities and student participation in their Youth and Government program. Joining her at the meeting were Culver City High School Principal Pam Magee, Assistant Principal Ian Drummond, Athletic Director Jerry Chaboła, YMCA Executive Director Darlene Kiyon, and Youth and Government Coordinator Megan McDuffy. Darlene Kiyon and Ian Drummond provided the Board with a summary of the meeting and discussed the requirements for participation in their programs. They came to the conclusion that there will be more communication between the programs. Steve Raegan questioned what would happen if a student was a member of the Robotics team and there was a conflict with an athletic event. Mr. Drummond responded that it would be dependent on the program and if there were any conflicts in dates for the particular sport. Lena Ransfer asked for clarification if Mr. Drummond was in favor or against students participating in Youth and Government. He responded that was in favor of the program. Debbie Hamme inquired about how far in advance do students have access to the dates for athletics, and if Mr. Drummond takes into consideration that the students will be applying to college and participation in these programs is good for their application. John Cohn questioned if there were any discussions about formalizing the YMCA program so that it is more of a part of the programs at the high school. Mr. Drummond responded that the high school has excused the absences of the students who are attending a Youth and Government Conference. Mr. Silbiger inquired if the policy at the high school is the same as it has been in the past. Mr. Drummond responded that in past years it has been the coaches who have decided whether or not to keep a student on the team based on the impact of that student's absences on the team. Mr. Zeidman thanked Mr. Drummond and Ms. Kiyon for their presentation and started to call audience members that

requested to speak on this topic. Mr. Cohn commented that this is now the digital age. His daughter was penalized by playing sports and being involved in the Youth and Government program. Mr. Cohn stated there was not adequate notification to his daughter or parents regarding the change in policy. Maya Cohn stated she was shocked by the soccer coach's decision to drop her from the team. She reiterated that she was never informed there would be a possibility of her getting dropped from the team if she was also involved in the Youth and Government program. She also spoke of the great experiences she has had in both activities. Dave Sanchez, one of the coaches at the high school, spoke about the importance of teamwork and that no player is above the team. He commented on the dedication that both sports and the Youth and Government program require of their players and delegates respectively. Tom Salter who has been coaching for eleven years gave commendations to the Jerry Chabola, Athletics Director. He spoke of the great work that Mr. Chabola does within the department, students, and the coaches. Mr. Salter also stated that this topic should have never gotten to the point of being discussed at a Board meeting and should have been handled at the school site level. Jerry Chabola commented that he absolutely believes that the athletics department, and district as a whole, strives for well-rounded students. He also stated that he believes in the Youth and Government Program. Jonathan Abboud commented that the Student Union believes there should be a structure set for the calendar dates so the students can make a decision on which programs they would like to participate in when choosing their classes. Steve Raegan spoke about the education his daughter has received and felt that students should not have to make a choice between activities they take. Matt Halmy stated that he agreed with the coaches in that the students will have to make the hard decisions and figure out what programs they would like to dedicate themselves to. Casey Chabola inquired if this topic was making precedence in that all it took was for the topic to be mentioned by a parent, end up in the newspaper, and then it was requested by the Board to be agendized. Lena Ransfer commented that she felt the coaches were using scare tactics with the students. Mr. Zeidman read a letter from Mr. Gourley where he stated his opinion on the topic, and did not feel that this matter should be discussed at a Board meeting. Ms. Paspalis agreed with Mr. Gourley's opinion and stated that it is not the Board's job to micromanage the District. This issue should be handled on site and the Board has bigger issues that they will be working on. Ms. Siever spoke about how students have to be responsible for their choices, and felt that there obviously was a gap in communication. She suggested that a schedule be printed ahead of time to help resolve the issue. Mr. Silbiger disagreed with the other three Board members. He spoke of one of his students who had also ran into a scheduling conflict and he came to the conclusion that students should be involved in as many activities/programs as possible. He felt that if a change in policy was made this year then the coaches should let those students play out this year. Mr. Zeidman clarified that Youth and Government is not linked to ADA funds. He stated that there is no ADA for excused absences for the last ten years, and Youth and Government is not ADA approved. He proposed that each coach put a schedule on the website by July 15th with it being subject to change. He suggested that John Cohn, Jerry Chabola, and Scott Meyer meet to discuss this issue further.

11. Public Recognition

11.1 Superintendent's Report

Dr. Coté wished everyone a Happy New Year and reported on her attendance at the Culver City Chamber Installation Luncheon where the Education Foundation was presented a check to assist with our schools' requests for technology. She also reported upcoming events which included the School Services Budget Workshop, and the Arts for All Fellows meeting in downtown Los Angeles. Dr. Coté announced she would be holding her fourth Employee Forum at Culver City Middle School, and the Adult School was having its very first WASC accreditation visit.

11.2 Assistant Superintendents' Reports

Ms. Laura provided an update on the plans for Professional Development days, and upcoming WASC and department meetings.

Mr. El Fattal briefly spoke about the state budget and reported that staff would also be attending budget workshops.

11.3 Members of the Audience

Members of the audience spoke about:

- David Mielke stated that the past couple of hours discussing athletics and the Youth and Government program seems to be a site issues. He stated that there were concerns about when the professional development days were being held, and stated there's conflict with the dates. He stated that the teachers were not really involved in a meaningful way. He informed the Board that when the Union goes to bargaining on next year's calendar, they would not sign off on anything that does not have the teacher non-work day as a professional development day.
- Neil Rubenstein spoke about articles that he read regarding cleanliness in school cafeterias and inquired if the school cafeterias have been inspected. Mr. El Fattal responded yes and they are in good condition. He also informed the Board that in food services there is law that states when the cafeterias get inspected.
- Stella Smith informed the Board about the reality of moving the librarians around the district. She asked the Board to reconsider the current way the librarians are scheduled at the school sites.
- Alan Elmont spoke about the Anti-Bullying Committee and the ability for parent involvement. He stated the times for the meetings are very inconvenient to the working parents and encouraged the committee to include evening meetings. He also encouraged the Board to request that all families with students going to school in the district, but not living here and families in multi-unit dwellings pay ninety-six dollars to the Education Foundation since they do not have to pay the parcel tax.
- Robert Zirgulis asked for clarification on the policy that discusses teachers running for the School Board. He felt he had been discriminated against and felt he was not getting as much work as a substitute teacher as he was prior to running for the Board.
- John Derevlany requested a minor change to the policy regarding siblings in the District. Mr. Zeidman requested to have the policy agendized. Mr. Silbiger and Ms. Paspalis agreed.
- Cary Anderson commented on the possibility of renting the District parking lot to the Downtown Business Association for weekend valet parking.
- Luther Henderson provided information and announced the upcoming Martin Luther King, Jr. Day Celebration taking place at the Senior Center on January 16th and 17th.

11.4 Student Representatives' Reports

Middle School Student Representative

Evan Wilson, Culver City Middle School Student Representative, was not present.

Culver Park Student Representative

Jessica Romo, Culver Park High School Student Representative, reported on activities at Culver Park High School, including Student Council partnering with El Marino to tutor the students; Margaret Fujisawa coming to the school to help the students with scholarships; and she gave an update on the HeArt Project.

Culver City High School Student Representative/Student Board Member

Noya Kansky, Student Board Member, reported on activities at Culver City High School, including the upcoming first Talent Show; the Link Crew having their Cocoa and Cram event on January 20th; the upcoming encore of Nicholas Nickleby at Robert Frost Auditorium; the elections starting for next years Student Council; the success of the UCLA Blood Drive; and the success of Homecoming. Miss Kansky also shared with the Board a complaint regarding Food Services.

Audience member Bill Wynn provided additional information on the Martin Luther King, Jr. Day event.

11.5 Members of the Board

Board Members spoke about:

- Mr. Silbiger reported on his attendance at the Linwood Howe Kindergarten Night and stated what a great reputation the District has. He requested to have the issue regarding the Librarian position agendized. Mr. Zeidman and Ms. Siever agreed. Mr. Silbiger requested to have items on the website which included the current budget, the First Interim Budget, last year's cut list and the positions that were brought back, and any existing salary information. He also would like to discuss having the Board meetings at City Hall.

- Ms. Siever agreed with having an open discussion on having the Board meetings moved. She would also like discuss appointing an oversight committee for the parcel tax; and having the Chevron proposal return to the Board. Ms. Siever also commented on the fact that CBAC has been left in limbo. She reported on the upcoming Martin Luther King, Jr. Day celebration and talked about activities happening at the marketplace during the celebration.
- Ms. Paspalis commented that the encore of Nicholas Nickelby should be great; and she announced that El Marino is hosting students from Guadalajara.
- Mr. Zeidman stated that he has been to the last two Martin Luther King Day celebrations and how great they were. He encouraged everyone to attend. He stated that there should be a way for the community to contribute to the Booster Clubs; and he announced the upcoming Casino Night taking place on February 20th.

13. Recess

The Board recessed at 8:27 p.m. and reconvened at 8:36 p.m.

12. Information Items

12.1 Race to the Top Report

Dr. Coté provided background information on the Race to the Top application. Ms. Laura gave a Power Point Presentation and provided additional information which included the Standards and Assessments required and the timelines. David Mielke encouraged the Board not to jump into applying for the funds because he felt there were too many “unknowns.” He stated that he did not agree with the top-down reform and asked the Board to take a hard look at if the reforms were what the District believes in. Alan Elmont echoed some of Mr. Mielke’s concerns, and asked if the amount of funding would cover the expense. Janet Chabola inquired if the District had an extension since the application date was due January 8th. Dr. Coté confirmed that there was an extension. She also does not agree with starting programs and then having to end them. Ms. Siever stated that everyone was enthusiastic about the funding at the CSBA Conference and felt that the District should apply. Mr. Silbiger asked if the Board would know how much funding the District would receive before signing the final MOU. Dr. Coté responded no and provided additional information. Mr. Silbiger expressed his concerns but felt that the District should apply.

12.2 Parcel Tax Information

Mr. El Fattal reported that as of the upcoming Friday, the District would be officially accepting applications for the senior exemptions. Mr. Zeidman stated he had received calls on where the seniors could get the applications and stated he would like if the applications could be mailed in. He also provided additional suggestions on making the process easier. George Laase asked how many exemptions are expected. Mr. El Fattal stated that it is unknown at this time. John Davidson stated that if documents are being collected that there should be a destruction policy in place.

12.3 Enrollment Report

Mr. El Fattal presented the report to Board members.

12.4 First Reading of Administrative Regulation 4117.11, Pre-Retirement Part-Time Employment

Mrs. Jaffe presented the Administrative Regulation to Board members. The Administrative Regulation will be brought back for a final reading.

14. Action Items

14.1 Superintendent’s Items

14.1a Approval is Recommended for the Superintendent to Submit the Ract to the Top Memorandum of Understanding to the State

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve the submission of the Race to the Top Memorandum of Understanding to the State as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.2 Education Services Items**14.2a Approval is Recommended for the Expulsion of Pupil Services Case #09-09**

It was moved by Mr. Silbiger and seconded by Ms. Siever that the Board approve the recommendation of Pupil Services Case #09-09 as presented and that the student be placed in County Community Day School or another school determined by his parents, at parental expense, until August 2010. The motion was approved with a vote of 4 - Ayes and 0 – Nays.

14.2b Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #15-09

It was moved by Mr. Silbiger and seconded by Ms. Paspalis that the Board approve the stipulated expulsion of Case #15-09 until August 2010 and that the student enroll in County Community Day School as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.2c Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #16-09

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve the stipulated expulsion of Case #16-09 until August 2010 and that the student enroll in County Community Day School as presented. The motion was approved with a vote of 3 – Ayes and 1 – Nay by Mr. Silbiger.

14.2d Approval is Recommended for the Program Improvement Plan for Culver City Middle School

It was moved by Ms. Siever and seconded by Mr. Silbiger that the Board approve the Program Improvement Plan for Culver City Middle School as presented for discussion. Ms. Paspalis stated that the Plan did not represent any timeline and inquired if there was a way to breakdown a detailed timeline. Leslie Lockhart, Director of Special Projects, stated that many of the items are currently taking place, and that the object was to move on all items in the plan as quickly as possible. It was moved by Ms. Siever and seconded by Mr. Silbiger that the Board approve the Program Improvement Plan as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.2e Approval is Recommended for the Los Angeles County Arts Commission Consultant Services Agreement with the Culver City Unified School District

It was moved by Ms. Paspalis and seconded by Ms. Siever to approve the Los Angeles County Arts Commission Consultant Services Agreement with the Culver City Unified School District as presented. Mr. Mielke had questions and concerns about hiring an outside consultant. He felt that we should not hire an outside consultant for work that could be provided by a teacher in the District. Ms. Laura clarified that the contract is not for an outside consultant and that it was for a group of artists. The contract was previously called the Wolf Trapp Program and it is for the kindergarten programs. The motion was approved with a vote of 4 – Ayes and 0 - Nays.

14.2f Approval is Recommended for the Williams/Valenzuela/CAHSEE Lawsuit Settlement Quarterly Report on Uniform Complaints

It was moved by Mr. Silbiger and seconded by Ms. Paspalis that the Board approve the Williams/Valenzuela/CAHSEE Lawsuit Settlement Quarterly Report on Uniform Complaints as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.3 Business Items**14.3a Approval is Recommended for Budget Revisions to the General Fund**

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve Budget Revisions to the General Fund as presented. The motion was approved with a vote of 3 – Ayes and 0 – Nays.

14.4 Personnel Items

14.4a Approval is Recommended for Resolution #17-2009/2010 Regarding General Liability Coverage for Volunteers

It was moved by Ms. Paspalis and seconded by Mr. Silbiger that the Board approve Resolution #17-2009/2010 Regarding Liability Coverage for Volunteers as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

15. Board Business

15.1 New Cell Tower near El Rincon Elementary School

Mr. Zeidman asked Mr. Silbiger to provide information on this item. Mr. Silbiger reported that there is a proposal to put a cell tower on top of the Cash and Carry on Sawtelle which is approximately five hundred feet from parts of El Rincon Elementary School. Brian Tjomsland spoke against the installation of the tower. Councilmember Gary Silbiger announced that there would be a public meeting at City Hall on January 19th at 7:00 p.m. where this topic will be discussed. He stated that there was community concern about health issues that might be caused by the installation of a tower. Ms. Paspalis stated she thought it was good to be aware of where they are, but the Board has no jurisdiction over this matter and does not feel the issue should be agendaized. Mr. Silbiger stated the City will have power over where the tower is installed. Further discussion ensued about submitting a Resolution to the City. Mr. Silbiger stated he would send the information he has to staff.

16. Public Recognition – Continued

16.1 Members of the Audience

There were no comments from the audience.

16.2 Members of the Board

There were no comments from Board members.

Adjournment

There being no further business, it was moved by Ms. Siever, seconded by Ms. Paspalis and approved with a vote of 4 – Ayes and 0 - Nays adjourn the meeting. Board Vice President Mr. Zeidman adjourned the meeting at 10:26 p.m. in memory of Patsy Flanagan and El Monte School Board Member Bobby Salcedo.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

BOARD REPORT

1/26/10

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 January 2, 2010 through January 15, 2010 is \$244,054.52.

BUDGET NUMBER LEGEND FOR FUNDS

- 01.0 general fund
- 11.0 adult education fund
- 12.0 child development fund
- 13.0 cafeteria fund
- 14.0 deferred maintenance fund
- 21.0 building fund
- 25.0 capital facilities fund
- 40.0 redevelopment
- 76.0 warrant pass-through fund
- 96.0 general fixed asset account

RECOMMENDED MOTION: That purchase orders from January 2, 2010 through January 15, 2010 in the amount of \$244,054.52 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
01/12/10	54027	A		01/12/2010	BODIL SIVERTSEN, Ph.D.	CONSULTANTS	Special Education	01.0	33100.0	57700	11300	5850	0004040	6,375.00	6,375.00
				01/12/2010											
01/04/10	54200	A		01/04/2010	CHILDREN'S DEVELOPMENTAL	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	50,400.00	50,400.00
				01/04/2010											
01/04/10	54201	A		01/04/2010	NEW HAVEN YOUTH & FAMILY SERVICES, INC.	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	27,450.00	27,450.00
				01/04/2010											
01/04/10	54202	A		01/04/2010	HILLSIDE EDUCATION CENTER	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	56,401.60	56,401.60
				01/04/2010											
01/04/10	54203	A		01/04/2010	FROSTIG CENTER OF EDUCATIONAL	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	62,358.60	62,358.60
				01/04/2010											
01/04/10	54204	A		01/04/2010	PEDIATRIC THERAPY NETWORK	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	4,655.00	4,655.00
				01/04/2010											
01/12/10	54372M	A		01/12/2010	MIRACLE PLAYGROUND	PLAYGROUND SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	4380	0005040	1,138.73	1,138.73
				01/12/2010											
01/06/10	54373M	A		01/06/2010	INDUSTRIAL MACHINERY, INC.	PAINT SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	6410	0005040	102.84	102.84
				01/06/2010											
01/07/10	54374M	A		01/07/2010	TURF STAR, INC.	REPAIRS - OTHER	Grounds	01.0	00000.0	00000	82000	5630	0005043	320.00	320.00
				01/07/2010											
01/07/10	54375M	A		01/07/2010	UNITED RENTALS	MAINTENANCE SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	4350	0005040	100.00	100.00
				01/07/2010											

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

1/2/2010 To 1/15/2010

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

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
01/07/10	54376M	A		01/07/2010	C. JUAREZ SECURITY, INC.	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040	400.00	400.00
				01/07/2010			54376M								
01/07/10	54377M	A		01/07/2010	UNITED RENTALS	EQUIPMENT RENTAL/LEASE	Maintenance	01.0	81500.0	00000	81100	5610	0005040	600.00	600.00
				01/07/2010			54377M								
															535.00
01/11/10	54378M	A		01/11/2010	AMS ACOUSTICAL MATERIAL SERVICES	MAINTENANCE SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	4380	0005040	535.00	535.00
				01/11/2010			54378M								
01/12/10	54379M	A		01/12/2010	AMERICAN TIME & SIGNAL COMPANY	MAINTENANCE SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	4380	0005040	850.00	850.00
				01/12/2010			54379M								
01/08/10	54429	A		01/08/2010	MAC GILL	NURSING SUPP/EQUIP	Pupil Services	01.0	00000.0	00000	31400	4350	0004020	344.07	344.07
				01/08/2010			54429								
01/11/10	54430	A		01/11/2010	EDUCATIONAL CONSULTING	CONTRACTED SERVICES	Special Projects	01.0	42010.0	11100	10000	5810	0004030	2,500.00	2,500.00
				01/11/2010			54430								
01/11/10	54431	A		01/11/2010	CRAIG FERRE' PHOTOGRAPHY	PHOTOGRAPHERS	Superintendent's Office	01.0	00000.0	00000	71000	4310	0001000	87.80	87.80
				01/11/2010			54431								
01/11/10	54432	A		01/11/2010	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP	Technology	01.0	00000.0	00000	77000	4410	0005020	997.70	997.70
				01/11/2010			54432								
01/11/10	54433	A		01/11/2010	CRAIG FERRE' PHOTOGRAPHY	PHOTOGRAPHERS	Superintendent's Office	01.0	00000.0	00000	71000	4350	0001000	141.58	141.58
				01/11/2010			54433								
01/11/10	54434	A		01/11/2010	CONTROLTEC, INC	REPAIRS - OTHER	Office of Child Development	12.0	60600.0	85000	81000	5630	0000002	7,800.00	7,800.00
				01/11/2010			54434								
															7,800.00

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
01/11/10	54435	A	01/11/2010	01/11/2010	CDW-G	COMPUTER SUPP/EQUIP 01/11/2010	Special Education 54435	01.0	33100.0	50010	27000	4410	0004040	145.74	145.74
01/11/10	54436	A	01/11/2010	01/11/2010	THERAPY IN ACTION	CONTRACTED SERVICES 01/11/2010	Special Education 54436	01.0	65000.0	57520	11360	5810	0004040	450.00	450.00
01/11/10	54437	A	01/11/2010	01/11/2010	SMART & FINAL	OFFICE SUPPLIES 01/11/2010	Distict Curriculum 54437	01.0	00000.0	00000	21000	4350	0004010	200.00	200.00
01/11/10	54438	C	01/11/2010	01/11/2010	LACOE	CONFERENCE AND TRAVEL 01/11/2010	Special Projects 54438	01.0	07325.0	00000	27000	5220	0004030	1,200.00	1,200.00
01/12/10	54440	A	01/12/2010	01/12/2010	PACIFIC SALES	WASHERS AND DRYERS 01/12/2010	Office of Child Development 54440	12.0	60600.0	85000	10000	4410	0000002	2,500.00	2,500.00
01/13/10	54442	A	01/14/2010	01/14/2010	WELLS FARGO	CONFERENCE AND TRAVEL 01/14/2010	Superintendent's Office 54442	01.0	00000.0	00000	71000	5890	0001000	52.00	52.00
01/13/10	54443	A	01/13/2010	01/13/2010	CDW-G	COMPUTER SUPP/EQUIP 01/13/2010	Farragut 54443	01.0	00000.0	00000	27000	4350	2050001	182.49	182.49
01/14/10	54444	A	01/14/2010	01/14/2010	TARA FORTUNE	CONSULTANTS 01/14/2010	El Marino Language 54444	01.0	58100.0	00000	21000	5810	2030000	6,000.00	6,000.00
01/14/10	54445	A	01/14/2010	01/14/2010	JOEL PECK & PAULETTE BENSON	TRANSPORTATION SUPP/EQUIP/SERV 01/14/2010	Special Education 54445	01.0	65000.0	57700	21000	5210	0004040	374.20	374.20
01/14/10	54447	A	01/14/2010	01/14/2010	ASEBA	INSTRUCTIONAL SUPPLIES 01/14/2010	Special Education 54447	01.0	33100.0	50010	31600	4312	0004040	119.75	119.75

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

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

Purchase Orders/Buyouts To The Board for Ratification From : 1/2/2010 To 1/15/2010
 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
01/14/10	54448	A	01/14/2010	01/14/2010	DOCUMENT TRACKING	CONTRACTED SERVICES	Special Projects	01.0	30100.0	00000	27000	5810	0004030	450.00	119.75
01/14/10	54449	A	01/14/2010	01/14/2010	LACOE	CONFERENCE AND TRAVEL	Special Projects	01.0	07325.0	00000	27000	5220	0004030	1,200.00	1,200.00
01/14/10	54450	A	01/14/2010	01/14/2010	TROXELL COMMUNICATIONS	INSTRUCTIONAL SUPPLIES	El Marino Language	01.0	58100.0	11100	10000	4310	2030000	145.42	145.42
01/14/10	54451	A	01/14/2010	01/14/2010	THE LATINO FAMILY LITERACY PROJECT	INSTRUCTIONAL SUPPLIES	Linwood Howe Elementary	01.0	62860.0	11100	10000	4310	2020000	89.11	89.11
01/14/10	54452	A	01/14/2010	01/14/2010	BMI EDUCATIONAL SERVICES	INSTRUCTIONAL SUPPLIES	La Ballona Elementary	01.0	62860.0	11100	10000	4310	2060000	143.30	143.30
01/14/10	54453	A	01/14/2010	01/14/2010	THE LATINO FAMILY LITERACY PROJECT	INSTRUCTIONAL SUPPLIES	La Ballona Elementary	01.0	62860.0	11100	10000	4310	2060000	89.10	89.10
01/14/10	54454	A	01/14/2010	01/14/2010	ACTFL	MEMBERSHIPS	Special Projects	01.0	58100.0	00000	21000	5310	0004030	200.00	200.00
01/14/10	54455	A	01/14/2010	01/14/2010	YAMAHA CORPORATION OF AMERICA	INSTRUCTIONAL SUPPLIES	El Marino Language	01.0	58100.0	11100	10000	4310	2030000	960.31	960.31
01/14/10	54456	A	01/14/2010	01/14/2010	OCS AMERICA, INC	INSTRUCTIONAL SUPPLIES	El Marino Language	01.0	58100.0	11100	10000	4310	2030000	362.18	362.18
01/14/10	54457	A	01/14/2010	01/14/2010	BUREAU OF EDUCATION &	CONFERENCE AND TRAVEL	La Ballona Elementary	01.0	30100.0	00000	27000	5220	2060000	199.00	199.00

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

Purchase Orders/Buyouts To The Board for Ratification From : 1/2/2010 To 1/15/2010
 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
01/14/10	54458	A	2	01/15/2010	BOARD DUDES DIRECT	INSTRUCTIONAL SUPPLIES	OT and APE	01.0	56400.0	57500	11360	4310	0004025	67.04	199.00
01/14/2010	54458				BOARD DUDES DIRECT									67.04	
01/14/10	54459	A		01/14/2010	CSF/CJSF CENTRAL OFFICE	MEMBERSHIPS	Culver City High School	01.0	91400.0	00000	27000	5310	4010000	150.00	150.00
01/14/2010	54459				CSF/CJSF CENTRAL OFFICE									150.00	
01/15/10	54460	A		01/15/2010	OKINAWA SHOP	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58100.0	11100	10000	4310	0004030	1,920.00	1,920.00
01/15/2010	54460				OKINAWA SHOP									1,920.00	
01/14/10	54461	A		01/14/2010	PITNEY BOWES	MAINTENANCE AGREEMENTS	High School	01.0	00000.0	00000	27000	5630	4010001	755.00	755.00
01/14/2010	54461				PITNEY BOWES									755.00	
01/14/10	54462	A		01/14/2010	HERITAGE SCHOOLS, INC.	CONTRACT SERVICES RENDERED	Special Education	01.0	33100.0	57700	21000	5890	0004040	372.20	372.20
01/14/2010	54462				HERITAGE SCHOOLS, INC.									372.20	
01/14/10	54463	A		01/14/2010	EAGLE SOFTWARE	CONFERENCE AND TRAVEL	Culver City High School	01.0	91400.0	00000	27000	5220	4010000	325.00	325.00
01/14/2010	54463				EAGLE SOFTWARE									325.00	
01/15/10	54464	A		01/15/2010	AVC OFFICE AUTOMATION	REPAIRS - OFFICE EQUIPMENT	Adult School	11.0	06390.0	41100	27000	5630	0000010	618.73	618.73
01/15/2010	54464				AVC OFFICE AUTOMATION									618.73	
01/15/10	54465	A		01/15/2010	AVC OFFICE AUTOMATION	MAINTENANCE AGREEMENTS	Adult School	11.0	06390.0	41100	27000	5630	0000010	486.58	486.58
01/15/2010	54465				AVC OFFICE AUTOMATION									486.58	

NONPUBLIC SCHOOLS:

CURRENT PERIOD: \$201,265.12
 APPROVED YTD: \$2,924,040.49

Total by District : 64444

244,054.52

End of Report LAPO009C

BOARD REPORT

1/26/2010

9.3

9.3 Approval is Recommended for Acceptance of Gifts

Board Policy 3290 states the Governing Board may accept any bequest or gift of money or property on behalf of the District that is consistent with the District's vision and philosophy. All gifts, grants, and bequests become District property.

The following items have been donated for use in the District:

<u>Location</u>	<u>Donor/Item(s) Donated</u>
El Marino Language School	Addison Pan 20 reams of paper
Culver City Middle School	Mr. Scott Thornton Amplifier 2 Pro Bass speakers American DJ, CD players Ipod player Hard drive with 6,000 songs Mac G4 Power Book
Culver City High School ROP Program	Stan Tashman & Associates Ms. Kathryn Rocha 2 cappuccino machines 3 coffee makers 1 large box of dishes 1 electric can opener 2 water pitchers 4 ice buckets 1 box of silverware
District Office Superintendent's Office	Randall Mytar Watercolor Painting

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

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.4 Certificated Personnel Services Report No. 12

I. Authorization and Ratification of Employment

A. First-Year Probationary Teacher – High School
Effective February 1, 2010

1. Balatayo, Jomeline

B. Temporary Teacher -- El Marino
Effective February 1, 2010 through June 18, 2010

1. Munoz-Friedman, Zelina

C. Substitute Teachers – District
Effective January 27, 2010

- | | |
|------------------------|-------------------------|
| 1. Altergott, Jennifer | 5. Karr, Debra |
| 2. Baird, Pamela | 6. Meyer, Nicola |
| 3. Bark, Margaret | 7. Trasente, Nicholas |
| 4. Cockerham, Ashley | 8. Williams, Jacqueline |

D. Regional Occupational Program Instructors – High School, Spring Session
Effective February 1, 2010 through June 21, 2010 at hourly rate of pay

- | | |
|---------------------|------------------------------------|
| 1. Brandt, Michael | Auto Specialization |
| 2. Dikeman, Clark | Lifeguard/Water Safety Instruction |
| 3. Hoebink, Robert | Office Technology |
| 4. Keele, Kevin | Fashion Merchandising |
| 5. Krajeski, Joanne | Careers with Animals |
| 6. Kurnarsky, Larry | Animation/Digital Photography |
| 7. Sunwaye, Lisa | Retail Sales CVE |
| 8. White, Marcos | Sports Medicine/Sports Therapy |

E. Additional 20% Assignment – High School

Effective February 1, 2010 through June 18, 2010 at additional 20% of current rate of pay

1. Carter, Daniel
2. Gilbert-Rolfe, Genevieve
3. Gomyo, Chiaki
4. King, Kyle
5. Laetz, Diane
6. Macdonald, Doris
7. Mielke, David
8. Northington, Patricia
9. Sanchez, Dave
10. Simons, Margaret

BOARD REPORT

9.4 Certificated Personnel Services Report No. 12 – Page 2

I. Authorization and Ratification of Employment - continued

F. Extra Assignment – Substitute Teacher to Work with Special Needs Student at Linwood Howe Effective January 5, 2010 through February 19, 2010 or until nonpublic placement can be made at \$125 per day

1. Thompson, Jennifer

G. Extra Assignment – Review/Support Galileo Benchmarks in the Elementary Schools Effective January 27, 2010 through June 18, 2010 at \$35.00 per hour, not to exceed 20 hours

1. Ames, Janet

2. Ebor, Lynn

H. Extra Assignment – El Marino, FLAP Grant Curriculum Support for Japanese Immersion Teachers, effective January 27, 2010 through June 18, 2010 at \$35.00 per hour, not to exceed 30 hours

1. Yamakawa, Mike

I. Extra Assignment – El Marino, After School Intervention Writing Class for Students at Risk Effective January 28, 2010 through June 18, 2010 at \$35.00 per hour, not to exceed 30 hours

1. Nabours, Mary

2. Nabours, Michael

J. Extra Assignment – Child Development, Staff Development Presenter for School-Age Staff Effective January 29, 2010 at hourly rate of pay, 5 hours only

1. Fields, Sara (retired)

RECOMMENDED MOTION: That approval be granted for Certificated Personnel Services Report No. 12

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.5 Classified Personnel Services Report No. 12

I. Authorization, Approval & Ratification of Employment

A. Student Helpers

1. MacNicoll, JuliAnn Student Helper – Workability
Location outside of district
Effective December 30, 2009
Hourly, as needed

II. Authorization, Approval & Ratification of Separation of Employment

1. Galvan, Mary Esther Clerk Typist III – Permanent
High School
Retirement
Effective February 11, 2010
Range 19
2. Wallace, Kandyce Temporary Pep Squad Coach
High School
Personal
Effective February 5, 2010
Hourly, as needed

III. Revision to Board Item Previously Approved on Board Report #8, 11/10/09

1. Dordoni Jr., Nestor Temporary Assistant Girl's Water Polo Coach
High School
Effective November 16, 2009 through
February 12, 2010
From: Stipend of \$1,800.00
To: Stipend of \$2,000.00

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 12

Moved by:

Seconded by:

Vote:

9.6 Office of Child Development 2009/2010 Contract

All contracts with the Child Development Division must have Board approval as well as a signed and adopted resolution. Additionally the California Department of Education requires a signed Agreement Instructional Materials for Child Development Services. The Office of Child Development services are provided for families according to the funding terms and conditions of each contract. Families pay a fee according to their income. These contracts assist approximately 425 income eligible families. The Office of Child Development submits the following contract with the California Department of Education, Child Development for 2008/2009, for Board of Education approval.

RECOMMENDED MOTION: That the Board of Education resolve to enter into contract CIMS-9212 with the California Department of Education and that the Superintendent or Assistant Superintendent, Educational Services, be authorized to sign acceptance to the contracts, and Federal Certifications for the period July 1, 2009 to June 30, 2010.

Moved by:

Seconded by:

Vote:



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 09 - 10

DATE: July 01, 2009

CONTRACT NUMBER: CIMS-9212

PROGRAM TYPE: INSTRUCTIONAL MATERIALS

PROJECT NUMBER: 19-6444-00-9

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: CULVER CITY UNIFIED SCHOOL DISTRICT

By signing this agreement and returning it to the State, you are agreeing to use the funds identified below for the purchase of instructional materials and supplies for the Child Development Program. These funds shall not be used for any purpose considered nonreimbursable pursuant to the 2009/2010 Funding Terms and Conditions (FT&C) and Title 5, California Code of Regulations. The contractor's signature also certifies compliance with "Standard Provisions for State Contracts" (Exhibit A), which are attached hereto and by this reference incorporated herein.

This contract is funded through a grant from the federal Department of Health and Human Services and subject to Code of Federal Regulations (CFR) 45, Parts 98 and 99, the Child Care and Development Block Grant Act of 1990, as amended, and Public Law 104-193, the Personal Responsibility and Work Opportunity Reconciliation Act 9 (PRWORA) of 1996, 42 USC 9858. If the Catalogue of Federal Domestic Assistance (CFDA) number in 93596 (shown as FC# in the funding block), the fund title is Child Care Mandatory and Matching Funds of the Child Care and Development Fund. If the CFDA number in 93575, the fund title is Child Care and Development Block Grant subject to the Child Care and Development Block Grant Act of 1990, the Omnibus Budget Reconciliation Act of 1990, Section 5082, Public Law 101-508, as amended, Section 658J and 658S, and Public Law 102-586.

Funding of this contract is contingent upon appropriation and availability of funds. The period for which expenditures may be made with these funds shall be from July 01, 2009 through June 30, 2010. The total amount payable pursuant to this agreement shall not exceed \$1,781.00.

Expenditure of these funds shall be reported quarterly to the Child Development Fiscal Services Division (CDFS) on Form CDFS-9529 with fiscal quarters ending September 30, December 31, March 31, and June 30. Quarterly reporting must be submitted for reimbursement of expenditures. For non-local educational agencies, expenditures made for the period July 1, 2009 through June 30, 2010 shall be included in their 2009/10 audit due by the 15th day of the fifth month following the end of the contractor's fiscal year or earlier if specified by the CDE. The audits for School Districts and County Offices shall be submitted in accordance with Education Code Section 41020.

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract. Exhibit A, Standard Provisions for State Contracts attached.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Dr. Myrna Rivera Cote, Superintendent			
TITLE Contracts, Purchasing & Conf Svcs		ADDRESS 4034 Irving Place, Culver City, CA 90232			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 1,781	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		Department of General Services use only	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) 0656 14867-6444	FC# 93.575	PC# 000172		
TOTAL AMOUNT ENCUMBERED TO DATE \$ 1,781	ITEM 30.10.020.901 6110-196-0890	CHAPTER 1	STATUTE 2009	FISCAL YEAR 2009-2010	
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5035 Rev-8290					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above		T.B.A. NO	B.R. NO		
SIGNATURE OF ACCOUNTING OFFICER		DATE			

STANDARD PROVISIONS FOR STATE CONTRACTS

1. The Contractor agrees to indemnify, defend and save harmless the State, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm or corporation furnishing or supplying work services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by Contractor in the performance of this Agreement.
2. Contractor, and the agents and employees of Contractor, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the State.
3. The State may terminate this Agreement and be relieved of any payments should the Contractor fail to perform the requirements of this Agreement at the time and in the manner herein provided. In the event of such termination the State may proceed with the work in any manner deemed proper by the State. All costs to the State shall be deducted from any sum due the Contractor under this Agreement and the balance, if any, shall be paid to the Contractor upon demand.
4. This Agreement is not assignable by the Contractor, either in whole or in part, without the consent of the State in the form of a formal written amendment.
5. Time is of the essence in this Agreement.
6. No amendment or variation of the terms of this Agreement shall be valid unless made in writing, signed by the parties and approved as required. No oral understanding or Agreement not incorporated in the Agreement is binding on any of the parties.
7. The consideration to be paid Contractor, as provided herein, shall be in compensation for all of Contractor's expenses incurred in the performance hereof, including travel, per diem, and taxes, unless otherwise expressly so provided.
8. Contractors entering into a contract funded wholly or in part with funds from the United States Government agree to amendments in funding to reflect any reductions in funds if the Congress does not appropriate sufficient funds. In addition, the contract is subject to any restrictions, limitations or enactments of congress which affect the provisions, terms or funding of this agreement in any manner. The State shall have the option to terminate the contract without cost to the State in the event that Congress does not appropriate funds or a United States agency withholds or fails to allocate funds.

Contractor Certification Clauses

The authorized signer of this Contract CERTIFIES UNDER PENALTY OF PERJURY that he/she are duly authorized to legally bind the Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

1. **NON-DISCRIMINATION CLAUSE:** During the performance of this Agreement, Contractor and its subcontractors shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (cancer), age (over 40), marital status, and denial of family care leave. Contractor and subcontractors shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Contractor and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (*Government Code* Section 12990 (a-f) et seq.) and the applicable regulations promulgated thereunder (*California Code of Regulations*, Title 2, Section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing *Government Code* Section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the *California Code of Regulations*, are incorporated into this Agreement by reference and made a part hereof as if set forth in full. Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other Agreement.

Contractor shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the Agreement. (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE CERTIFICATION: By signing this contract, the contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:
- a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.
 - b. Establish a Drug-Free Awareness Program to inform employees about:
 - 1) the dangers of drug abuse in the workplace;
 - 2) the person's or organization's policy of maintaining a drug-free workplace;
 - 3) any available counseling, rehabilitation and employee assistance programs; and,
 - 4) penalties that may be imposed upon employees for drug abuse violations.
 - c. Every employee who works on the proposed contract will:
 - 1) receive a copy of the company's drug-free workplace policy statement; and,
 - 2) agree to abide by the terms of the company's statement as a condition of employment on the contract.

Failure to comply with these requirements may result in suspension of payments under this agreement or termination of this agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: (1) the Contractor has made false certification, or (2) violated the certification by failing to carry out the requirements as noted above. (*Government Code 8350 et seq.*)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (*Public Contract Code 10296*) (Not applicable to public entities.)
4. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of *Public Contract Code* Section 10286 and 10286.1, and is eligible to contract with the State of California.
5. SWEATFREE CODE OF CONDUCT:
- a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and *Public Contract Code* Section 6108.
 - b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).
6. DOMESTIC PARTNERS: For contracts over \$100,000 executed or amended after January 1, 2007, the contractor certifies that contractor is in compliance with *Public Contract Code* Section 10295.3.
7. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

BOARD REPORT

1/26/10
9.7

9.7 Office of Child Development 2009/2010 Resolution

All contracts with the Child Development Division must have Board approval as well as a signed and adopted resolution. Additionally the California Department of Education requires a signed Federal Certification regarding Instructional Materials. Child Development services are provided for families according to the funding terms and conditions of each contract. Families pay a fee according to their income. These contracts assist approximately 425 income eligible families. The Office of Child Development submits the following resolution for 2009/2010, for Board of Education approval.

RECOMMENDED MOTION: That the Board of Education resolve to enter into contracts CIMS-9212 with the California Department of Education and that the Superintendent or Assistant Superintendent, Educational Services, be authorized to sign the resolution for the period July 1, 2009 to June 30, 2010.

Moved by:

Seconded by:

Vote:

RESOLUTION

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2009/10.

RESOLUTION

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

authorizes entering into local agreement number/s CIMS-9212 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Myrna Rivera Cote</u>	<u>Superintendent</u>	
<u>Gwenis Laura</u>	<u>Asst. Superintendent</u>	

PASSED AND ADOPTED THIS 26th day of January ~~2009~~ 2010, by the Governing Board of Culver City Unified School District of Los Angeles County, California.

I, Karlo Silbiger, Clerk of the Governing Board of Culver City Unified School Dist., of Los Angeles County,

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

(Clerk's signature)

1/26/2010

(Date)

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

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

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

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

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

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

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

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

Office of Child Development

10800 Farragut Drive

Culver City, CA 90230

Check if there is a separate sheet attached listing all workplaces.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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

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

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

ENVIRONMENTAL TOBACCO SMOKE ACT

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

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

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

NAME OF APPLICANT (CONTRACT AGENCY) Culver City Unified School District	CONTRACT # CIMS-9212 19-6444-00-9
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Dr. Myrna Rivera Cote, Superintendent	
SIGNATURE	DATE

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

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

1. LOBBYING

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

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

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BOARD REPORT

1/26/2010

10.1

10.1 Spotlight on Student Achievement – Culver City High School

Principal Pam Magee will present Culver City High School's student achievement results as measured in both state and federal accountability systems.

Culver City High School

Spotlight on Student Achievement

2009-2010 School Year



Pam Magee - Principal
Ian Drummond - Assistant Principal
Dylan Farris - Assistant Principal
Kim Indelicato - Assistant Principal

Mission Statement

Culver City High School 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.

How is CCHS taking action to increase student achievement based on evidence and data?

- All teachers have online access to CST data for each of their current students.
- Students take benchmark assessments three times each year in English Language Arts and Math classes.

Actions Taken to Improve Student Achievement

- Benchmark assessment data is administered, scored, and disseminated via computer. Teachers, students, and parents have access to benchmark data.
- Counselors meet with students who have Ds and Fs on their report cards. Counselors also meet with students who have no grade below a C to acknowledge their progress.

Actions Taken to Improve Student Achievement

- A variety of support programs are provided including Peer Tutoring and Before & After School Tutoring.
- Administrators and counselors meet with long-term EL students to gain insight into ways to motivate students and address their academic needs.
- Students with disabilities are scheduled in collaborative classes with both general education teachers and special education teachers team teaching the curriculum.

WASC Critical Academic Needs

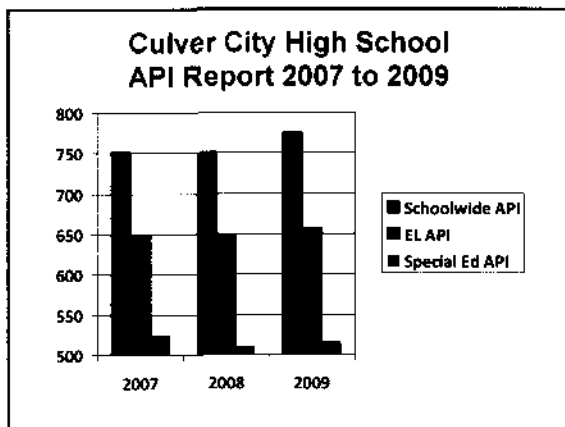
- Increase number of students achieving proficiency in English Language Arts and Math.
- Improve achievement among English language learners and students with disabilities.
- Increase number of students completing A-G requirements.

Culver City High School API Report

2008 API (Base)	Target Growth Points	Actual Growth Points	2009 API
750	5	25	775

Culver City High School API Report 2007 to 2009

Sub Group	2007 API				2008 API				2009 API			
	Base API	Growth API	Growth Points	Target Growth Points	Base API	Growth API	Growth Points	Target Growth Points	Base API	Growth API	Growth Points	Target Growth Points
SchWide	732	751	19	5	751	750	-1	5	750	775	25	5
Hispanic	683	703	20	6	709	705	-4	5	705	741	36	5
White	808	821	13	A	821	816	-5	A	816	835	19	A
SED	660	691	31	7	691	708	17	5	708	738	30	5
EL	647	648	1	8	648	647	-1	8	647	657	10	8
SpEd	501	524	23	15	524	508	-16	14	508	516	8	15
Asian	862	869	7	A	869	862	-7	A	862	861	-1	A
Afr Am	680	701	21	6	701	710	9	5	710	740	30	5



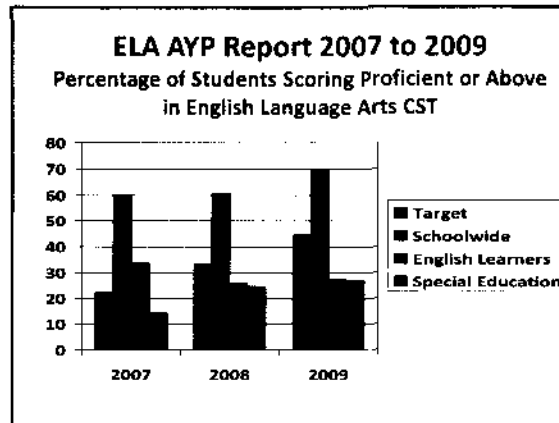
Culver City High School ELA AYP Report 2009

Percentage of Students Scoring Proficient or Above in English Language Arts

	Target	Actual	Difference
Schoolwide	44.5%	69.5%	+25%
English Learners	44.5%	27.4%	-17.1%
Special Education	44.5%	27.1%	-17.5%

Culver City High School ELA AYP Report 2007 to 2009

Sub Group	2007			2008			2009		
	% Prof	Tgt %	Diff +/-	% Prof	Tgt %	Diff +/-	% Prof	Tgt %	Diff +/-
SchWide	60.1	22.3	+37.8	60.7	33.4	+27.3	69.5	44.5	+25
Hispanic	50.5	22.3	+28.2	45.4	33.4	+12	61.1	44.5	+16.6
White	81.7	22.3	+59.4	82.5	33.4	+48.9	87.2	44.5	+42.7
SED	45.1	22.3	+22.8	46.4	33.4	+13	58.6	44.5	+14.1
EL	33.6	22.3	+11.3	25.9	33.4	-7.5	27.4	44.5	-17.1
SpEd	14.3	22.3	-8	24.5	33.4	-8.9	27	44.5	-17.5
Asian	71.4	22.3	+49.1	77.4	33.4	+44	75	44.5	+30.5
Afr Am	49.2	22.3	+26.9	60.3	33.4	+26.9	65.2	44.5	+20.7

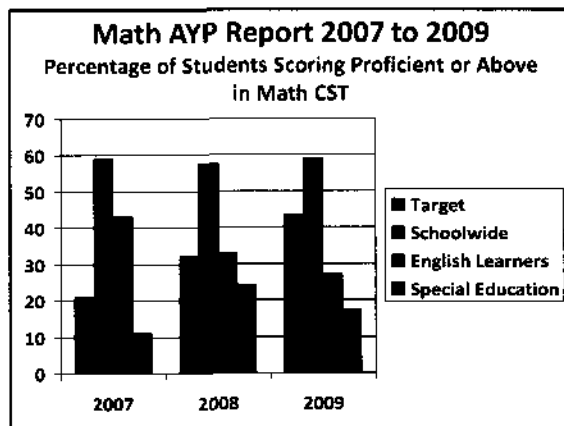


**Culver City High School
ELA AYP Report 2009**
Percentage of Students Scoring Proficient or Above in Math

	Target	Actual	Difference
Schoolwide	43.5%	59.1%	+15.6%
English Learners	43.5%	27.1%	-16.4%
Special Education	43.5%	17.1%	-26.4%

**Culver City High School
Math AYP Report 2007 to 2009**

Sub Group	2007			2008			2009		
	% Prof	Tgt %	Diff +/-	% Prof	Tgt %	Diff +/-	% Prof	Tgt %	Diff +/-
SchWide	59.0	20.9	+38.1	57.7	32.2	+25.5	59.1	43.5	+15.6
Hispanic	49.8	20.9	+28.9	44.0	32.2	+11.8	48.2	43.5	+4.7
White	73.3	20.9	+52.4	82.4	32.2	+50.2	78.4	43.5	+34.9
SED	44.6	20.9	+23.7	44.8	32.2	+12.6	52.2	43.5	+8.7
EL	43.2	20.9	+22.3	32.7	32.2	+0.5	27.1	43.5	-16.4
SpEd	11.1	20.9	-9.8	24.0	32.2	-8.2	17.1	43.5	-26.4
Asian	90.5	20.9	+69.6	79.2	32.2	+47	78.6	43.5	+35.1
Afr Am	40.8	20.9	+19.9	50.9	32.2	+18.7	48.9	43.5	+5.4



**Culver City High School
10th Grade (Census) CAHSEE Results**

Content Area		2007	2008	2009
ELA	# Tested	578	558	586
	# Passed	518	482	530
	% Passed	90%	86%	90%
Math	# Tested	581	525	576
	# Passed	493	466	505
	% Passed	85%	89%	88%

**Culver City High School
Title III Accountability Report**

Year		AMAO 1	AMAO 2	AMAO 3
2009	Tgt	51.6%	30.6%	44.5%
	Made	60.6%	42.9%	69.5%
2008	Tgt	50.1%	28.9%	33.4%
	Made	64.7%	46.9%	60.7%
2007	Tgt	48.7%	27.2%	22.3%
	Made	52.1%	34.1%	60.1%

**Next Steps:
WASC
School-wide
Action Plan**

SCHOOL GOAL #1:

While there are students in every subgroup who have not achieved proficiency in every area, subgroups that are not making progress as a group will be the primary focus for providing support. This year the primary focus will be on English Learners (EL) and Students with Disabilities (SWD).

Next Steps - Goal #1:

- Provide teachers with CST and CAHSEE data pertaining to English Learners and Students with Disabilities to identify needs and appropriate course placement.
- Provide support classes, such as Read 180, for students with reading comprehension difficulties.

Next Steps - Goal #1:

- Provide training for teachers in administering and using the Galileo software to improve instruction based on reports to create formative tests.
- Provide support for EL and Special Education classes to participate in three annual benchmark assessments.
- Provide training for staff in differentiated instruction and SDAIE strategies.

SCHOOL GOAL #2:

Culver City High School will place particular emphasis on supporting the subject areas of English Language Arts and Math so that students will master curriculum and achieve proficiency as evidenced on state standardized tests.

Next Steps – Goal #2:

- English Language Arts and Math Departments will:
 - Review and analyze benchmark results three times a year.
 - Create and revise common assessments to identify instructional practices that yield the best results and identify areas of intervention need.

Next Steps – Goal #2:

- Full faculty participation will occur in the School-wide Writing Initiative with quarterly writing assignments administered in all classes. Writing samples will be discussed within subject areas to determine student writing needs.

Next Steps – Goal #2:

- Provide faculty with professional development specific to the following areas:
 - writing across the curriculum
 - developing and implementing writing rubrics
 - creating formative assessments
 - analyzing assessment data
 - using data to inform instruction
 - designing interventions

SCHOOL GOAL #3:

Culver City High School will increase the number of students completing their UC/CSU A-G requirements prior to graduation, thereby increasing the number of students eligible to attend a four year university upon graduation.

Next Steps – Goal #3:

- Increase student awareness of UC/CSU A-G requirements through individual counseling, annual classroom presentations and parent information nights.
- Review and revise the current CCHS graduation requirements to increase college and career readiness.

Next Steps – Goal #3:

- All CCHS staff will be encouraged to serve as mentors to students and classes to promote a college going culture. Mentoring includes:
 - sharing college entrance requirements,
 - discussing college expectations,
 - promoting college readiness, and
 - participating in college promotional activities such as College-Wear Thursdays and College Fair.



CULVER CITY
UNIFIED SCHOOL DISTRICT

"Life long learning...filling the future with options."

WELCOME TO ACRONYM LAND!

STAR	Standardized Testing And Reporting
CST	California Standards Tests
CMA	California Modified Assessment
CAPA	California Alternative Performance Assessment
CAHSEE	California High School Exit Exam
ELA	English Language Arts
CELDT	California English Learners Development Test
API	Academic Performance Index
AYP	Adequate Yearly Progress
AMAO	Annual Measurable Achievement Objectives
SED	SocioEconomically Disadvantaged
EL	English Learners
SWD	Students With Disabilities
SDAIE	Specially Designed Academic Instruction in English

12.1 2008-2009 Independent Audit Report

The State of California requires an independent audit of each school district to be conducted annually. In keeping with this requirement, the 2008-2009 audit report is being presented by the certified public accounting firm of Nigro Nigro & White, PC.

The report prepared by the firm expresses an opinion of the financial condition of the District using generally accepted accounting and auditing standards as set forth by the Comptroller General of the United States. Comment findings and associated responses for both the current and prior year are located in the Findings and Recommendations Section of the report. The report is provided under separate cover.

BOARD REPORT

1/26/2010

12.2

12.2 Culver City Youth Health Center – Services and Impact

Dr. Francine Bartfield, Director of Mental Health Services, and Alexis Cooperman and Meredith Hines, Interns, will describe the services of the Los Angeles Child Development Center at the Culver City Youth Health Center including services for the 2008-2009 school year, services this year to date, and services to begin in February 2010.

Carmen Ibarra, Chief Operations Officer of the Venice Family Clinic, and Dr. Sarah Carpenter, Volunteer, will describe the services of the Venice Family Clinic at the Culver City Youth Health Center.

Culver City Youth Health Center

January 2010

Outline

Value of School Based Health Centers (SBHC)
Strategy at LAUSD
Existing Partnership at CCYHC
Services Offered at CCYHC
Patient Story

Value of SBHC

Attend to unmet need (National Assoc of SBHC)

- Provide safe environment for teens
- Easy access when they need it
- Prevention and control of diseases
- Screenings
- Promotion of physical activity through school physicals

Value of SBHC

Reduce Barriers to Learning (National Assoc of SBHC)

- Identify students at risk of violence and substance abuse and provide interventions that support a healthy life style
- Provide counseling at times of stress
- Help students to remain in school

Value of SBHC

2005 UCSF Study

Poor school performance affected by:

- Lack of access to health care
- Physical illness
- Alcohol, tobacco, & other drug use
- Risky sexual behavior
- Emotional problems or low self esteem

By affecting health outcomes SBHC indirectly improve school performance

LAUSD & SBHC

Have identified hot spots with lowest health outcomes and highest need

Will build SBHC through Joint Use Development Program

Will partner with others to operate integrated health centers to improve health outcomes

CCYHC

SBHC already in our community
Has been operational since 1990

Partnership in 2002

- Venice Family Clinic
Medical services
- Los Angeles Child Development Center
Mental health services
- Friends of Culver City Youth Health Center
Fundraising
- Culver City Unified School District
In-kind support

Medical Services @ CCYHC

383 patients had 847 visits in last fiscal year

School physical & other routine exams

Immunizations

Tuberculosis screening and treatment

Vision problems

Chronic disease maintenance

Reproductive health and pregnancy prevention

Identification of mental health issues

Patient Story

BOARD REPORT

1/26/2010

12.3

12.3 Single Plans for Student Achievement Overview

In 2001 the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process by creating and submitting yearly the Single Plan for Student Achievement (SPSA). The purpose of the Single Plan for Student Achievement is to improve the academic achievement of all students through goal setting and the use of categorical funds. Leslie Lockhart, Director of Special Projects, will present additional information regarding the Single Plan for Student Achievement and its required components.

Single Plan for Student Achievement



Who needs a Single Plan for Student Achievement and what is its purpose?

- Schools that participate in state and federal categorical programs through the Consolidated Application process must have a Single Plan for Student Achievement.
- The purpose of the SPSA is to improve the academic performance of all students to the level of the performance goals as established by the Academic Performance Index (API).

Requirements for Single Plans for Student Achievement

Plans must be aligned with the school's goals for student achievement based on the analysis of assessment data.

Plans must address how categorical funds will be used to improve all students' academic performance.

Plans must be created, reviewed and approved annually by school site councils.

Plans must be reviewed and approved by the governing board of the local educational agency.



Steps for Developing the Single Plan for Student Achievement

Measure effectiveness of improvement strategies at the school

- STAR Data, API and Language Arts and Math AYP, CELDT, Title III Accountability, Galileo Benchmark Data
- Analysis of Current Instructional Program
- School Vision and Mission
- School Profile

Seek input from school advisory committees

- School Site Council
- English Learner Advisory Committee

Reaffirm or revise school goals

- Each school has set 5 Planned Improvement Goals based on the student academic achievement data.
- Goals should be attainable, specific and measurable.

Revise improvement strategies and expenditures

- For each goal that has been set, there should be specific actions, expenditures needed and funding source.

**Recommend the approved Single
Plan for Student Achievement to
the governing board**



BOARD REPORT

01/26/10

12.4

12.4 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 October 1, 2009 through December 31, 2009.

**2009-10
Annual Compensation and Expenditure Report
of the
Members of the Board of Education**

October 1, 2009 to December 31, 2009

Board Member	Stipend	Statutory Benefits	Health & Welfare	Other Expenditures	Total
Beagles-Roos, Jessica	\$ 720.00	\$ 78.12	\$ 72.27	\$ -	\$ 870.39
Davis, Sandra	\$ 720.00	\$ 29.92	\$ 3,379.77	\$ -	\$ 4,129.69
Gourley, Steven	\$ 720.00	\$ 78.12	\$ 485.46	\$ -	\$ 1,283.58
Paspalis, Katherine	\$ -	\$ -	\$ -	\$ -	\$ -
Russell, Dana	\$ 720.00	\$ 29.92	\$ 3,379.77	\$ -	\$ 4,129.69
Siever, Patricia	\$ -	\$ -	\$ -	\$ -	\$ -
Silbiger, Karlo	\$ -	\$ -	\$ -	\$ -	\$ -
Zeidman, Curtis Scott	\$ 720.00	\$ 29.92	\$ 3,379.77	\$ -	\$ 4,129.69
TOTAL	\$ 3,600.00	\$ 246.00	\$ 10,697.04	\$ -	\$ 14,543.04

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

1/26/10

12.5

12.5 Budget Update

Mr. David El Fattal, Assistant Superintendent of Business Services, will provide an overview of the Governor's proposal for the 2010-2011 State Budget and its impact on the budget of Culver City Unified School District.

BOARD REPORT

01/26/2010

14.2a

14.2a Approval is Recommended for the Expulsion of Pupil Services Case #07-09

When students are in violation of Education Code Section §48900 and Board Policy 5144.1, principals may suspend students consistent with Administrative Regulation 5144.1. Certain violations are of a serious nature that requires a recommendation to the Governing Board for expulsion. In such cases a Hearing Panel is formed as outlined in Board Policy to consider the case.

The Administrative Hearing Panel is recommending expulsion of Pupil Services Case # 07-09.

RECOMMENDED ACTION: That the Board approves the recommendation of Pupil Services Case #07-09 as presented and that the student be placed in County Community Day School or another school determined by his parents, at parental expense, until August 2010.

Moved by:

Seconded by:

Vote:

BOARD REPORT

1/26/2010

14.2b

14.2b Approval is Recommended for Reinstatement of Pupil Services Case #08-09

The Superintendent is recommending to the Board of Education that Case #08-09 be reinstated to attend public school.

Each student is required to complete his/her rehabilitation plan. Plans specify details for attendance, academic progress, counseling and appropriate behavior. This student has met or exceeded the conditions for reinstatement to attend public school.

RECOMMENDED MOTION:

That the Board approves the reinstatement of Pupil Services Case #08-09.

Moved by:

Seconded by:

Vote:

BOARD REPORT

1/26/2010

14.2c

14.2c Approval is Recommended for Reinstatement of Pupil Services Case #11-09

The Superintendent is recommending to the Board of Education that Case #11-09 be reinstated to attend public school.

Each student is required to complete his/her rehabilitation plan. Plans specify details for attendance, academic progress, counseling and appropriate behavior. This student has met or exceeded the conditions for reinstatement to attend public school.

RECOMMENDED MOTION:

That the Board approves the reinstatement of Pupil Services Case #11-09.

Moved by:

Seconded by:

Vote:

BOARD REPORT

1/26/2010

14.2d

14.2d Approval is Recommended for Reinstatement of Pupil Services Case #05-09

The Superintendent is recommending to the Board of Education that Case #05-09 be reinstated to attend public school.

Each student is required to complete his/her rehabilitation plan. Plans specify details for attendance, academic progress, counseling and appropriate behavior. This student has met or exceeded the conditions for reinstatement to attend public school.

RECOMMENDED MOTION:

That the Board approves the reinstatement of Pupil Services Case #05-09.

Moved by:

Seconded by:

Vote:

BOARD REPORT

1/26/2010

14.2e

**14.2e Approval is Recommended for a New ROP Class at Culver City High School:
Careers in Education**

The proposed class will offer students an opportunity to explore careers in education and to expand their understanding of the field of education. The class is proposed to be implemented for the Spring semester of 2010, initially offering one class during the second period.

RECOMMENDED MOTION: That the Board approves the New ROP Class at
Culver City High School: Careers in Education.

Moved by:

Seconded by:

Vote:

Culver City Unified School District

Course Proposal

Proposal For: Careers in Education

School: Culver City High School, ROP

Date: January 11, 2010

What Is: Describe the current condition—both the positive aspects and those needing improvement. Include descriptions about standards, materials and any other factors that influence the quality of the program as it currently exists.

There is no program that currently exists that offers students an opportunity to explore careers in education. CCHS does offer students an opportunity to work in classrooms as Teacher Assistants (TA) at the high school, in AVID classes, and after school at CCMS. There are a number of students that have expressed interest in pursuing careers in education, and the proposed class would provide an avenue for students to expand their understanding of the field of education.

What Ought To Be: These course descriptions you are creating are extremely important to the development of curriculum in your department.

- 1) The course is intended to be: supplemental
- 2) Is the course intended for UC approval? no
- 3) Are there pre-requisites for this course? no

The course is intended for the following grade level(s): primarily 11 and 12, with some exceptions for 9th and 10th grade students.

Implications: List the related expenses and provide narrative explanation where necessary. Be specific with respect to what would need to happen and by when. What resources are needed to accomplish this goal?

Considerations

- 1) Scheduling and programming:

The class is intended to be implemented for the Spring semester of 2010. Initially, only one section of the class will be offered, though we hope to see it expand in subsequent semesters. It will be scheduled during 2nd period. It will be offered to students that have current TA assignments, and students that may be in need of an alternate class for the second semester.

- 2) Facilities, furniture, wiring, etc.

The class will be held in a typical classroom setting. It will be assigned to Mrs. Hirsch in room 48.

- 3) Equipment, materials, supplies:

Typical classroom materials will be needed including copies, dry-erase markers, folders, and other materials as requested by the instructor.

4) Personnel:

The class will be taught by Mrs. Hirsch, a current English teacher, as an additional assignment.

5) Other (lab fees, contest entrance fees, etc.)

N/A

6) Implementation: Describe the steps which could realistically be undertaken in view of the practicalities and constraints of time and other resources.

A teacher has been identified for the class. A textbook has been identified and will be ordered upon course approval. The class curriculum includes students working with elementary school students twice per week. This arrangement has been made with the Principal of Farragut Elementary School. A budget has been identified and developed for the program.

Prepared By (Name):

Dylan Farris, Assistant Principal

Preparer's Signature:



Date: January 12, 2010

Approved By:

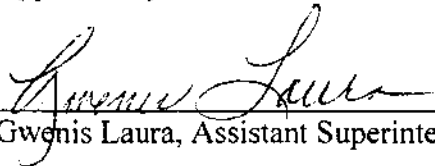
Pamela Magee, Principal

Site Administrator's Signature:



Date: January 12, 2010

Approved by:



Gwenis Laura, Assistant Superintendent – Educational Services

Date: January 20, 2010

Culver City Unified School District

Course Outline

School : Culver City High School

Department: ROP

Date: January 12, 2010

Course Title: Careers in Education

Length of Course: Semester

Grade Level: 11-12

Prerequisite: Students will need to submit a negative TB test result and may be asked to complete additional paperwork, such as a child abuse index check, prior to site placement.

Course Description:

This 480-hour course introduces students to careers in education with a focus on careers in teaching. Students will work with teachers and students at the elementary, middle and/or high school levels in a variety of subject areas, including classes for students with special needs. Students will learn about children and adolescents in the areas of physical, intellectual, emotional and social growth and development.

This course will teach students instructional strategies and how to apply them in the classroom to meet the needs of all students. Students will identify ways to create an environment that stimulates learning and encourages student achievement. Classroom management techniques will be explained, discussed and practiced. Lesson plan organization and assessment are also taught in this course.

This course includes both classroom instruction and on-the-job training opportunities. Forty hours of up-front instruction are required prior to placement at community classroom sites. Students will need to submit a negative TB test result and may be asked to complete additional paperwork prior to site placement.

Module	Module Title	Classroom Hours	OJT (CC) Hours	OJT (CVE) Hours
I	Career Essentials	12	0	0
II	Education Industry Awareness	10	5	3
III	Operational Procedures and Policies	10	10	10
IV	Standards, Regulations and Codes	10	10	10
V	Child Growth and Development	40	20	15
VI	Effective Classroom Environment	35	25	10
VII	Effective Classroom Instruction	30	25	10
VIII	Instructional Technology and Materials	20	20	10
IX	Health and Nutrition	15	15	10
X	Interaction with Family and Communities	15	15	10
XI	After School and Recreational Programs	15	15	15
	TOTAL HOURS: 480	217	160	103

Course Outline:

I. Alignment of Course Content with Standards (list standards)

This course aligns with and/or incorporates the California Career Technical Education Standards, including academic standards, California Standards for the Teaching Profession and the LACOROP Expected Student Learning Results.

Expected Student Learning Results

Every ROP student will be a life long learner and will apply professional and technical skills for successful employment by:

Communicating Effectively

Students understand, create, manage, and deliver effective oral, written and multimedia communication in a variety of formats and contexts. *(CTE Foundation Standard 2.0 Communication)*

- Using professional language and workplace terminology
- Demonstrating effective listening skills
- Generating clear and purposeful written documents
- Delivering a variety of oral presentations

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision-making, the benefits of workforce diversity, and conflict resolution. *(CTE Foundation Standard 9.0 Leadership and Teamwork)*

- Participating as a member of a team
- Working with diversity
- Demonstrating negotiation skills

Accessing and Managing Job Related Resources

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. *(CTE Foundation Standard 4.0 Technology)*

- Selecting and applying appropriate supplies, resources, and technology to the task
- Identifying the similarities and differences within all aspects of the industry

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques. *(CTE Foundation Standard 5.0 Problem Solving and Critical Thinking)*

- Organizing and managing time on a variety projects and tasks
- Using basic concepts of budgeting and financial management
- Applying critical thinking skills to make informed decisions and solve problems

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations and organizational norms. *(CTE Foundation Standard 8.0 Ethics and Legal Responsibilities)*

- Demonstrating personal integrity, ethical behavior, and social responsibility in the workplace
- Identifying employee/employer rights and responsibilities

Setting Career and Life Goals

Students understand how to make effective decisions, use career information, and manage personal career plans. *(CTE Foundation Standard 3.0 Career Planning and Management)*

- Completing a resume, job application, and simulated job interview
- Planning and researching career interests
- Assessing personal strengths and weaknesses
- Setting short and long-term goals

Accepting Personal Responsibility

Students understand health and safety policies, procedures, regulations and practices, including equipment and hazardous material handling. *(CTE Foundation Standard 6.0 Health and Safety)*

- Practicing job safety
- Passing a safety test

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings. *(CTE Foundation Standard 7.0 Responsibility and Flexibility)*

- Demonstrating punctuality and expected attendance
- Accepting personal responsibility for one's actions
- Demonstrating appropriate coping skills, self discipline, and positive attitudes
- Using workplace etiquette
- Dressing appropriately for the workplace
- Serving clients/customers

SCORING GUIDE

	Communicating Effectively	Accessing and Managing Job Related Resources	Setting Career and Life Goals	Accepting Personal Responsibility
ADVANCED	Always articulates appropriate terminology associated with the subject matter. Consistently summarizes a message in writing or orally. Creates written documents such as letters, directions, manuals, reports, graphs and charts with no grammatical errors. Delivers a clear message that is engaging with appropriate verbal and non-verbal communication. Assumes leadership role on a team. Respects the differences and roles of others. Applies the steps in conflict resolution in a real life situation.	Uses and applies the most appropriate supplies, resources, and technology required to complete a specific task. Consistently demonstrates successful time management strategies to complete assigned tasks. Utilizes comprehensive problem solving skills. Can debate and defend the moral and ethical issues of a situation. Identifies employee/employer rights within a given scenario. Has accurately completed a detailed resume, job application, job interview, and portfolio.	Sets ambitious and realistic career and personal goals; utilizes strategies appropriate for study/work habits, time/organizational management; consistently exhibits initiative, self-discipline, and reflection in academic/personal areas; understands and accepts consequences related to actions.	Mastered entry-level skills, has a "model" Personal Career Portfolio; exceeds standards in job safety; has excellent attendance and punctuality; maintains a professional appearance and demeanor; trains others and encourages contributions; excels in customer relations; exhibits high moral and ethical behavior; utilizes comprehensive problem solving skills.
PROFICIENT	Usually articulates appropriate terminology associated with the subject matter. Accurately summarizes a message in writing or orally. Creates written documents such as letters, directions, manuals, reports, graphs and charts with few grammatical errors. Delivers a clear message with evidence of purpose. Participates as a responsible and productive team member. Recognizes the differences and roles of others. Identifies steps in conflict resolution.	Identifies and explains the most appropriate supplies, resources, and technology required to complete a specific task. Utilizes time management strategies appropriate to completed assigned tasks. Demonstrates some problem solving skills. Participates in a discussion on moral and ethical issues. Explains in own words basic employee/employer rights. Has accurately completed a resume, job application and a simulated job interview.	Sets realistic and obtainable career and personal goals; recognizes strategies appropriate for study/work habits, time/organizational management; exhibits some initiative and self-discipline in academic/personal areas; understands the consequences related to actions.	Has a complete and approved Personal Career Portfolio; competent in entry-level skills and job safety; meets industry standard for attendance, punctuality and dress; successful employability skills through simulation/actual hiring; understands moral and ethical issues; trains others and assists customers; demonstrates some problem solving skills.
DEVELOPING	Rarely articulates appropriate terminology associated with the subject matter. Inconsistently summarizes a message in writing or orally. Creates written documents such as letters, directions, manuals, reports, graphs and charts with more than 3 grammatical errors. Delivers a unclear message with little or no evidence of purpose. Demonstrates resistance to group work and participation is inconsistent. Limited awareness of the differences and roles of others. Learns the steps in conflict resolution.	Identifies some supplies, resources, and technology required to complete a specific task. Identifies time management strategies to complete assigned tasks. Can explain the steps in problem solving. Can define terms "moral" and "ethical." Introduced to basic employee/employer rights. Resume completed with errors. Less than adequately prepared or no job interview.	Able to establish some personal and career goals; lists strategies appropriate for study/work habits, time/organizational management; occasionally demonstrates initiative or self-discipline; has some difficulty in accepting consequences related to actions.	Has started Personal Career Portfolio; requires reinforcement of safety standards; attendance is below d; practicing appropriate dress standard; shows beginning awareness of moral and ethical issues; requires guidance/ support in training and assisting customers; can explain the problem solving process.

II. Materials and Textbooks (indicate which chapters from the textbook will be taught.

Textbooks

Reference

III. Course Goals

FUNCTIONAL ACTIVITY	STUDENT OUTCOMES					
<p>I. CAREER ESSENTIALS</p> <p>A. Orientation/ Introduction to ROP</p> <p>B. Communications</p> <p>C. Career Planning and Management</p> <ul style="list-style-type: none"> • Employability Skills • Job Survival Skills <p>D. Technology Literacy Internet Safety</p> <p>E. Thinking and Problem Solving Skills</p> <p>F. Health and Safety</p>	<ul style="list-style-type: none"> • Relate philosophy, purpose, and goals of LACOROP to individual needs. • Describe how course goals and objectives relate to individual needs/goals. • Describe and exhibit skills needed for effective communication. (FS 2.0; ESLR1) • Describe what is necessary to maintain employment. (FS 3.0; ESLR 3) • Be able to search for employment, write a resume and cover letter, complete a job application, and participate in a successful interview. (FS 2.2 grades 9-10 (2,5), 2.3 grades 9-10 (1.4), grades 11-12 (1.2); 3.0; CAHSEE L/A W/O 1.0; ESLR 3) • Use technological resources to access, manipulate, and produce information, products and services. (Addressed in specific modules) (FS 4.0; ESLR 2) • Practice safe online behaviors. (FS 4.0, 7.0; ESLR 2,4) • Acknowledge that material downloaded from the internet without proper rights or payments is stolen. (FS 4.0, 7.0; ESLR 2,4) • Identify the steps to problem solving and develop skills needed for critical thinking and solving problems. (FS 5.0; ESLR 2) • Define basic safety rules in the classroom and workplace and be able to follow these rules in the workplace. (FS 6.0; ESLR 4) • Discuss health and safety policies, procedures, regulations, and practices, exhibit the proper use of equipment and handling of hazardous materials. (FS 6.0; ESLR 4) 	12				

**EDUCATIONAL
CONTENT**

STUDENT OUTCOMES

I. CAREER ESSENTIALS (Continued)						
<p>G. Responsibility and Flexibility</p> <ul style="list-style-type: none"> • Diversity/Equity • Harassment • Customer Service • Optional Student Activities 	<ul style="list-style-type: none"> • Describe why it is important to address diversity in work place and consequences if it is not. (FS 7.0; ESLR 4) • Identify verbal, non-verbal, and physical types of harassment as defined by the state/federal law and determine appropriate behavior in the workplace. (FS 7.0; ESLR 4) • Identify the components of good customer service and explain their worth in society. 					
<p>H. Ethics and Legal Responsibilities</p> <ul style="list-style-type: none"> • Work Ethics 	<ul style="list-style-type: none"> • Define ethics and morals, and explain how these fit in the workplace. (FS 8.3; ESLR 4) • Describe the concept and application of ethical and legal behavior consistent with workplace standards. (FS 8.2) 					
<p>I. Leadership and Teamwork</p>	<ul style="list-style-type: none"> • Discuss effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity and conflict resolution. (FS 9.0; ESLR 1,4) 					
<p>J. Technical Knowledge and skills</p> <ul style="list-style-type: none"> • All Aspects of the Industry • Entrepreneurship 	<ul style="list-style-type: none"> • Describe and design a delivery system, the major components of a system and how external factors can affect a system. (FS 10.0; ESLR 2) • Explain the concept and value of entrepreneurship in our society and identify characteristics of successful entrepreneurs. 					
<p>K. Exit Activities</p>	<ul style="list-style-type: none"> • Successful completion of all course work. (FS 11.0) 					

EDUCATIONAL STANDARDS	STUDENT OUTCOMES			
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<p>I. EDUCATION INDUSTRY AWARENESS</p> <p>A. History of Education</p> <p>B. Organization and Structure</p> <p>C. Job Descriptions and Opportunities</p> <ul style="list-style-type: none"> • Credentialing <p>D. Education Industry Trends</p> <p>E. Politics of Education</p> <p>F. Diversity</p>	<ul style="list-style-type: none"> • Understand the history of American education from the 1880s to the present • Understand the basic structure of education in California (e.g., pre-kindergarten through grade twelve, community college, the California State University, the University of California). (PS 1.3) • Understand difference in organizational structures at educational facilities, including relationships and interactions among personnel. (PS 1.4) • Examine job descriptions and related opportunities of various positions in the education industry. • Know the credentialing requirements for teachers of students in pre-kindergarten through community college. (PS 3.3) • Understand the effect of the education industry on state and local economies. (PS 1.1) • Understand the legislative, economic and social trends that affect the education industry. (PS 1.2) • Understand the politics of education including public funding, governing bodies, and federal and state mandates (e.g No Child Left Behind) • Recognize student diversity as an integral part of teaching. (CSTP on valuing student's backgrounds, interests, and developmental learning needs) 	10		5		3
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COURSE CONTENT	LEARNING OBJECTIVES			
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<p>III. OPERATIONAL PROCEDURES AND POLICIES</p> <p>A. Operational Management</p> <p>B. Operational Procedures</p> <p>C. Record Keeping</p> <p>D. Professionalism</p>	<ul style="list-style-type: none"> • Understand the main workforce management strategies in education (e.g., shared responsibility and negotiation). (PS 2.3) • Understand and apply operational procedures and organizational policies at various levels in education (PS 2.0) • Describe and perform operational procedures related to inventory control, maintenance, storage, and security. • Prepare and maintain records, correspondence, and forms through various means, including computers and other technology. • Understand the components of professionalism and how to practice professional behaviors. (PS2.4) 	10		10		10
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**INSTRUCTIONAL
CODES**

**STUDENT LEARNING
OBJECTIVES**

IV. STANDARDS, REGULATIONS, and CODES		10		10		10
A. Health and Safety Procedures	<ul style="list-style-type: none"> • Know the critical health and safety procedures that are used at a school site. (PS 3.1) 					
B. Safety Regulations	<ul style="list-style-type: none"> • Understand the state and federal environment and safety regulations and the use of material safety data sheets as they relate to the education industry. (PS 4.1) 					
C. Worksite Hazards	<ul style="list-style-type: none"> • Understand the typical hazards at the work site and know the procedures and practices that contribute to a safe and healthy environment. (PS 4.4) 					
D. Staff Responsibilities	<ul style="list-style-type: none"> • Know the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans. (PS 4.2) 					
E. First Aid and Emergencies	<ul style="list-style-type: none"> • Know how to use certified first aid, CPR, and other emergency procedures. (PS 4.3) 					
F. Child Abuse and Neglect	<ul style="list-style-type: none"> • Know the indicators of child abuse and neglect and the role of the mandated reporter. (PS 3.2) 					

COURSE NUMBER COURSE TITLE	COURSE OBJECTIVES				
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<p>V. CHILD GROWTH AND DEVELOPMENT</p> <p>A. Developmental Patterns</p> <ul style="list-style-type: none"> • Impact on Education • Critical Periods <ul style="list-style-type: none"> - Physical - Cognitive - Emotional <p>B. Psychology of Education</p> <ul style="list-style-type: none"> • Learning Theories • Theorists • Importance <p>C. Influences on Development</p> <p>D. Parental Involvement</p> <p>E. Children with Special Needs</p>	<ul style="list-style-type: none"> • Students understand important elements of physical, intellectual, emotional, and social development of children and adolescents. (PS 5.0) • Know how typical and common atypical developmental patterns affect the educational progress of children and adolescents. (PS 5.1) • Identify and describe important critical periods in child growth and development. • Identify major learning theories and theorists (e.g. Freud, Erickson, Kohlberg, Piaget) • Recognize ongoing research in the field and the need to stay current with emerging issues and theories. • Identify the factors in heredity, family, culture, and the environment that may influence the development of children and adolescence.(PS 5.2) • Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and adolescence. (PS 5.3) • Know the best practices for inclusion in the education of children and adolescents with special needs. (PS 5.4, CST 4-5) 	40		20	15
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**INSTRUCTIONAL
CONTENT**

STUDENT OUTCOMES

VI. EFFECTIVE CLASSROOM ENVIRONMENT		30		25		10
<p>A. Classroom Management</p> <ul style="list-style-type: none"> • Student Behavior • Discipline • Procedures <p>B. Positive Interactions</p> <ul style="list-style-type: none"> • Role • Types • Self-Esteem and Self-Image <p>C. Physical Environment</p>	<ul style="list-style-type: none"> • Understand behavior standards expected of students (e.g., in classrooms, libraries, and bathrooms; on the school grounds; and during educational and recreational trips). (PS11.1) • Understand the reasons for behavior and establish and maintain standards for student behavior. (CSTP for Establishing standards for student behavior) • Understand strategies for effective classroom management, including appropriate discipline. (PS 6.2, CTS 2-4, 2-5) • Know when and how to use key procedures at the classroom level (e.g., attendance; observations; evaluations; and illness, incident accident, and injury reports). (PS 2.1) • Develop classroom procedures that promote and maintain a climate of fairness and respect. (CSTP for Planning and Implementing classroom procedures that support student learning) • Understand the roles of positive interaction, guidance, and discipline in the educational environment. (PS 6.0) • Know the types of positive guidance techniques that are used in various stages of a child's development. (PS 6.3) • Know how to support the development of positive self-image and self-esteem and independence and respect for oneself and others. (PS 6.4) • Understand how to make the classroom environment safe and accessible for all students. (CSTP for Creating a physical environment that engages all students) 					

STANDARDS TOPICS	STUDENT OUTCOMES				
<p>VII. EFFECTIVE CLASSROOM INSTRUCTION</p> <p>A. Standards</p> <p>B. Lesson Plans</p> <p>C. Teaching Strategies</p> <p>D. Special Needs Students</p> <p>E. Assessments</p>	<ul style="list-style-type: none"> • Identify relevant curriculum standards and their use in instruction. (PS 7.1) • Understand the role and purpose of standards-based instruction and assessment. (PS 7.0) • Know the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and cultural backgrounds. (PS 7.2) • Understand the common typical and atypical learning challenges for students in a variety of curricular areas. (PS 11.3) • Use teaching strategies that promote student learning, critical thinking, and problem solving. (PS 7.3) • Know a variety of individual and group teaching strategies and learning theories that promote effective learning. (PS 11.2) • Use a variety of instructional strategies and resources that respond to students' diverse needs. (CSTP for Engaging and supporting all students in learning) • Know the best practices for inclusion in the education of children and adolescents with special needs. (PS 5.4) • Establish and clearly communicate learning goals for all students. (CSTP for Assessing student learning) • Know the types and important elements of student assessments. (PS 7.4) • Know techniques for providing positive feedback on student work, attendance, and classroom performance. (PS 11.4) • Understand the appropriate use of current technology to develop instructional materials and support learning. (PS 10.1) 	30		25	10

INSTRUCTIONAL TECHNOLOGIES

<p>VIII. INSTRUCTIONAL TECHNOLOGY and MATERIALS</p> <p>A. Educational Technology</p> <p>B. Appropriate Instructional Materials</p>	<ul style="list-style-type: none"> • Understand the appropriate use of current technology to develop instructional materials and support learning. (PS 10.1) • Know how to utilize computers in the educational environment including basic computer terminology, fundamental Internet tools, basic word processing, the use of electronic spreadsheets and database management systems. • Know various types and sources of quality, grade-appropriate materials and equipment. (PS 10.2, CTS 3-5) • Understand the process of developing quality teaching materials and resources for classroom instruction. (PS 10.0, CTS 3-5) • Assess available materials and resources for quality and grade appropriateness. (PS 10.3) • Develop grade-appropriate instructional materials and resources, including those that augment state board adopted educational materials. (PS 10.4, CTS 4-3) 	20		20		10
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<p>IX. HEALTH AND NUTRITION</p>		<p>15</p>		<p>15</p>		<p>10</p>
<p>A. Basic Health Principles</p>	<p>Students understand and apply basic principles and practices of good nutrition and health for children. (PS 8.0)</p>					
<p>B. Food Safety and Sanitation</p>	<ul style="list-style-type: none"> • Know the appropriate procedures for preventing the spread of infections and illnesses, and for responding to allergic reactions. (PS 8.1) 					
<p>C. Nutrition</p>	<ul style="list-style-type: none"> • Know crucial safety and sanitary procedures to follow in the classroom related to good nutrition and health. (PS 8.3) • Understand the nutritional needs of children and the allergies commonly associated with food. (PS 8.2) • Know the common indicators of nutrition-related disorders and diseases. (PS 8.4) 					

INSTRUCTIONAL CONTENT	STUDENT ACTIVITIES					
X. INTERACTION WITH FAMILIES AND COMMUNITIES A. Effective Communication B. Diversity	<ul style="list-style-type: none"> • Understand how to effectively communicate and interact with families and community groups. (PS 9.0) • Understand the factors that influence effective communication between the school and home and how to foster parental involvement. (PS 9.1) • Understand issues of diversity and how to exhibit sensitivity to cultural differences. (PS 9.2) • Understand the ways in which language, culture, and educational backgrounds may affect communication within and among families and the school. (PS 9.3) 	15		15		10

X. AFTER SCHOOL AND RECREATIONAL PROGRAMS A. Activity Selection and Implementation 1. Development 2. Supervision 3. Cooperation with Staff 4. Explanation of Activity 5. Evaluation B. Safety	Students understand the components of effective after-school and recreational programs for individuals and groups. (PS 12.0) <ul style="list-style-type: none"> • Know the purposes of after-school and recreational activities. (PS 12.1) • Understand the important components and typical age-appropriate or ability-appropriate activities of various after-school and recreational programs. (PS 12.2) • Assess the recreational interests and needs of individuals and groups. (PS 12.3) 	15		15		15
	Total Classroom Hours =	217				
	Total CC Related Instruction Hours =					
	Total CC Hours =			160		
	Total CVE Related Instruction Hours =					
	Total CVE OJT Hours =					10
						3
	TOTAL COURSE HOURS = 480					

Careers in Education Proficiencies

1. Communicates effectively.
2. Accesses and manages job-related resources.
3. Sets career and life goals.
4. Accepts personal responsibility.

Demonstrates the following job skills:

5. Analyzes career opportunities and job market for teaching.
6. Understands the basic structure of education in California.
7. Understands the legislative, economic and social trends that affect the education industry.
8. Understands the components of professionalism and how to practice professionalism.
9. Knows the indicators of child abuse and neglect and the role of the mandated reporter.
10. Knows the critical health and safety procedures that are used at a school site.
11. Understands strategies for effective classroom management and appropriate discipline.
12. Understands the basic concept of child development.
13. Uses a variety of instructional resources to meet the students' diverse needs when planning lessons.
14. Knows the basic components of effective standards-based lesson plans.
15. Uses problem solving and critical thinking to make subject matter more meaningful when planning classroom activities.
16. Uses strategies to create a positive physical environment for learning.
17. Uses a wide variety of strategies when planning a lesson.
18. Plans instruction which will meet the needs of all students in the class.
19. Identifies ways a teacher can participate in professional development to keep current in their subject areas.
20. Selects the most appropriate educational institution to pursue post-secondary education.
21. Understands the nutritional needs of children and the allergies commonly associated with food.
22. Exhibits sensitivity to cultural differences and issues.
23. Uses current technology appropriately to develop instructional materials and support learning.
24. Understands how to help the teacher with student instruction and assessment.
25. Practices strategies for inclusion in the education of children with special needs.
26. Knows techniques for providing positive feedback on student work, attendance, and classroom performance.
27. Knows the types and important elements of student assessments.

V. Instructional Methods and Strategies

Primary

Methodology, Strategies and Techniques:

A variety of strategies and techniques are used to instruct the students. These include, but are not limited to the following:

- Teacher modeling
- Lecture and guided practice
- Demonstration
- Role-playing
- Research projects
- Class discussions
- Games and simulations
- Oral presentations
- Observation reports
- Video and computer-based presentations
- Cooperative learning
- Field trips
- Guest speakers
- Web-based research
- Job shadowing
- On-the-job training
- Assigned reading
- Journaling

VI. Assessment Methods and Tools

Students will be assessed in multiple ways to ensure that a variety of learning styles are addressed. Assessment of student performance may include but is not limited to:

- Student portfolios
- Individual and group presentations
- Supervisor/teacher observations
- Reports and research projects
- Role-plays and simulations
- Tests and quizzes
- Class attendance
- Performance tasks

VI. Assessment Criteria

Students will be assessed on progress related to Careers in Education proficiencies, student development as it relates to the ESLRS.

BOARD REPORT

1/26/2010

14.2f

14.2f Approval is Recommended for the 2009-2010 Consolidated Application for Funding Categorical Programs, Part II

State and Federal regulations require Board approval of the annual submission of the Consolidated Application for Funding Categorical Programs, Part II that allocates State and Federal funding to the various programs and schools. The submission of this application will enable the District to receive funding for the 2009-2010 school year.

RECOMMENDED MOTION: That Board approves the 2009-2010 Consolidated Application for Funding Categorical Programs, Part II.

Moved by:

Seconded by:

Vote:

2009-10 Consolidated Application for Funding Categorical Aid Programs
 California Department of Education Consolidated Application
 (Part II)

Purpose: To declare the agency's intent to apply for 2009-10 funding of Consolidated Categorical Aid Programs.

CDE Contact: Ernie Thornberg - (916) 319-0294 - EThornbe@cde.ca.gov

Agency: Culver City Unified									
CD code:	1	9	6	4	4	4	4	4	4

Dates of project duration:
July 1, 2009 -- June 30, 2010

- Legal status of agency:** School District
 County Office of Education
 Direct-Funded Charter

Date of approval by local governing board: _____ / _____ / _____

Do not return the paper copy of this form to the California Department of Education.
 The ConApp must be submitted electronically using the ConApp Data System (CADS).

Advisory Committees: *The undersigned certify that they have been given the opportunity to advise on the pages in this application related to compensatory education programs or programs for English learners.*

Signature-District Advisory Committee (DAC)	Date	OR for each committee, check the appropriate box to the right	<input type="checkbox"/>	Committee is N/A	<input type="checkbox"/>	Committee refused to sign
<i>Ernie Thornberg</i>	<i>1/21/10</i>		<input type="checkbox"/>	Committee is N/A	<input type="checkbox"/>	Committee refused to sign
Signature-District English Learner Advisory Committee (DELAC)	Date					

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. 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 on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Signature of authorized representative _____ Printed name of authorized representative Dr. Myrna Rivera Coté Title Superintendent Date 1/21/10

Electronic certification HAS been completed. Electronic certification has NOT been completed.

2009-10 District Allocation of EIA Funds

Purpose: To allocate Economic Impact Aid (EIA) funds for 2009-10. The results from this page are used to make school-level allocations on page 30.

CDE Contact: Mark Klinesteker - (916) 319-0420 - MKlinesteker@cde.ca.gov

Agency:

Culver City Unified

CD code:

1	9	6	4	4	4	4
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This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

SACS Resource Codes: 7090/7091

Economic Impact Aid (EIA)

Line	Description	Allocation	Amount
1.	2009-10 entitlement		485,166
2.	Transferred in	(+)	0
3.	2008-09 carryover (as of 6/30/09)	(+)	62,822
4.	Repayment of funds	(+)	0
5.	Subtotal (line 1 + 2 + 3 + 4)	(=)	547,988
6.	Reserved for indirect costs (up to 3%)	(-)	16,439
7.	Administration and evaluation (up to 10%)	(-)	54,798
8.	EIA activities operated by the district (up to 2%)	(-)	0
9.	EIA security (may not exceed 32 cents per pupil)	(-)	2,266
10.	EIA alternative	(-)	0
11.	Adjusted total allocation* (line 5 - 6 - 7 - 8 - 9 - 10)	(=)	474,485

* Line 11 to be allocated to schools.

2009-10 District Allocations of EIA Funds to Schools

Purpose: To allocate EIA funds to schools. Amounts allocated to schools as indicated on this page must be reflected in the Single Plan for Student Achievement.

CDE Contact: EIA-SCE: Richard Graham - 916-319-0303 - R.Graham@cde.ca.gov
 EIA-LEP: Mark Kiensteker - 916-319-0420 - MKKiensteker@cde.ca.gov

Agency: Culver City Unified

CD code:

1 | 9 | 6 | 4 | 4 | 4 | 4

This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

The LEA wishes to manually enter LEP & SCE site allocations

1. Total EIA Allocation: 474,485
 2. Standard Per Pupil EIA/LEP: \$ 160,5702
 3. Requested Per Pupil EIA/LEP: \$ 0.0000
 4. Per Pupil EIA/SCE: \$ 112.0046

Name of School	School Code	SCE Eligible	SCE Funded	Number of LEP Students	Number of EDY Students	LEP Allocation SACS 7091	SCE Allocation SACS 7090	Totals	
								8. Totals	9. Total Allocation Balance
Culver City Independent Study	1930031	X	X	7	33	1,124	3,696		
Culver City High	1932201	X	X	203	977	32,596	109,428		
Culver Park High	1932656	X	X	12	61	1,927	6,832		
Linwood E. Howe Elementary	6012660	X	X	148	294	23,764	32,929		
EI Marino Elementary	6012678			105	213	16,860	0		
EI Rincon Elementary	6012686	X	X	75	204	12,043	22,849		
Farragut Elementary	6012694	X	X	60	170	9,634	19,041		
La Ballona Elementary	6012702	X	X	187	332	30,027	37,186		
Culver City Middle	6057608	X	X	170	779	27,297	87,252		
5. Total EDY at Schools Eligible for SCE								2,850	
6. Total LEP at Schools NOT Eligible for SCE								105	
7. Total EDY at Schools funded with SCE								2,850	0

2009-10 Federal Transferability

California Department of Education

Consolidated Application

Purpose: To compute the amount of money being transferred to and from various federal programs.

Agency:
Culver City Unified

CD code: 1 | 9 | 6 | 4 | 4 | 4 | 4

CDE Contact: Anne Daniels 916-319-0295 ADaniels@cde.ca.gov

Notes:

Federal transferability is governed by Title VI in NCLB Section 6123. You may transfer a maximum of 50 percent of any program to other programs.

This district has been identified as a Program Improvement (PI) LEA under NCLB Section 1116 and may only transfer 30 percent of the funds and those funds must be used for PI activities. A single school district (SSD) or a direct-funded charter (DFC) school whose only school is in PI and operating as a Targeted Assistance School (TAS) for the purpose of federal transferability the LEA is restricted to the 30% limit. If the SSD or DFC is operating as a Schoolwide Program (SWP) school, this restriction does not apply.

2009-10 programs affected by transferability:

- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher and Principal Training and Recruiting)
- Title II, Part D (Enhancing Education Through Technology)
- Title IV, Part A (Safe and Drug Free Schools and Communities)

		Amounts Transferred to These Programs				Amounts Retained in Original Program
2009-10 Program Entitlements	Title I, Part A (Basic Grant)	Title II, Part A	Title II, Part D	Title IV, Part A	Amounts Retained in Original Program	
Title II, Part A	\$ 190,321	0	\$	0	\$ 190,321	
Title II, Part D	\$	0	\$	0	\$	
Title IV, Part A	\$ 20,989	0	\$	0	\$ 20,989	
Totals transferred and used for:		\$ 0	\$ 0	\$ 0	\$ 0	

Purpose: To calculate Title I, Part A carryover from fiscal year 2008-09.

CDE Contact: **Jyoti Singh** 916-319-0372 **JySingh@cde.ca.gov**
Lorene Euerle 916-319-0728 **LEuerle@cde.ca.gov**

Agency: Culver City Unified
 CD code: 1 | 9 | 6 | 4 | 4 | 4 | 4

This page is not applicable because the LEA did not receive Title I, Part A, Basic or Neglected funds in 2008-09.

Note: Title I, Part A, carryover is limited to 15% unless the LEA received less than \$50,000 in Title I, Part A, funds in fiscal year 2008-09.

A. Carryover Calculation

1.	2008-09 Entitlement amount*	\$	584,093
2.	Transferability - Transfers-in per Section 6123 NCLB	\$	0
3.	2007-08 Carryover as of June 30, 2008	\$	99,975
4.	Total 2008-09 Title I funds (Total lines 1 through 3)	\$	684,068
5.	2008-09 Expenditures and Encumbrances as of June 30, 2009 (7/1/08 to 6/30/09)	\$	582,836
6.	2008-09 Carryover as of June 30, 2009	\$	101,232
7.	Carryover percent as of June 30, 2009 (line 6 / (line 1 + line 2) * 100)		17.33%
8.	2008-09 Expenditures and Encumbrances as of September 30, 2009	\$	640,101
9.	2008-09 Carryover as of September 30, 2009	\$	43,967
10.	Carryover percent as of September 30, 2009 (line 9 / (line 1 + line 2) * 100)		7.53%

B. Waiver Determination
 (if line 10 exceeds 15% complete this section)

This waiver is not applicable because the LEA received less than \$50,000 in Title I, Part A, funds.

LEA is completing Section C to apply for a waiver to carry over any Title I funds in excess of 15%.

LEA is not eligible for a waiver because the LEA received a waiver in one of the last two years. **

LEA elects not to request a waiver. **

C. Waiver Request (the LEA will receive a formal approval or denial of the request)

1.	Indicate reason for the carryover in excess of 15%.	
2.	Describe the major activities to be funded by the carryover amount on line 9	Amount Budgeted
a.		\$ 0
b.		\$ 0
c.		\$ 0
d.		\$ 0
e.		\$ 0
f.		\$ 0
g.		\$ 0
	Total (lines 2 a. through 2 g.)	\$ 0

*This amount reflects revised Title I entitlements posted on the CDE website at <http://www.cde.ca.gov/fg/az/cal/inc/tit1ei.asp> 2009-10 ConApp, Part II, page 32 Date: 01/21/2010
 **CDE will invoice LEA to return funds exceeding the 15% carryover limit.

2009-10 District Allocations of Title I, Part A, Funds

Purpose: To allocate Title I, Part A, funds for 2009-10. The total Title I, Part A, administrative costs are included on lines 8 and 9.

CDE Contact: *Monique Moton 916-319-0733 MMoton@cde.ca.gov*
Linda Delehunt 916-319-0256 LDelehunt@cde.ca.gov

Agency:

Culver City Unified

CD code:

1 | 9 | 6 | 4 | 4 | 4

This page is not applicable because the LEA did not apply for Title I, Part A, Basic or Neglected funds on page 2 of the ConApp.

SACS Resource Code: 3010

Title I, Part A, Basic and Neglected

Description			Title I, Part A, Basic and Neglected
1. 2009-10 Title I, Part A, Basic Grant entitlement			497,701
2. 2009-10 Title I, Part A, Neglected entitlement	(+)		0
3. Transferred in	(+)		0
4. 2009-10 amount after transfer (line 1 + 2 + 3)	(=)		497,701
5. 2008-09 carryover	(+)		101,232
6. Repayment of funds	(+)		0
7. Total approved allocation (line 4 + 5 + 6)	(=)		598,933
8. Reserved for indirect costs	(-)		43,242
9. Reserved for administration	(-)		46,596
10. Adjusted total allocation (line 7 - 8 - 9)	(=)		509,095

2009-10 Title I, Part A, Reservations (Required)

California Department of Education

Consolidated Application

Purpose: To report LEA reservations for Title I, Part A, before distributing funds to schools. All reservations reported on this page, **except for lines 2 and 6-8**, are used to provide direct services to eligible Title I, Part A, students.

Agency:	Culver City Unified									
CD code:	1	9	6	4	4	4	4	4	4	4

This page is not applicable because the LEA did not apply for Title I, Part A, Basic or Neglected funding on page 2 of the ConApp.

CDE Contact: Carol Dickson 916-319-0382 CDickson@cde.ca.gov
 Robert Storelli 916-319-0482 RStorelli@cde.ca.gov

A.	Adjusted total allocation (line 10 on page 33)	509,095
B.	Calculation of Equitable Services Percent	
1.	Number of public schools expected to receive Title I, Part A, funds per page 8	5
Within the attendance areas of these participating schools:		
2.	Number of private school children from low-income families	0
3.	Total number of children from low-income families	0
4.	Percent of Private School Children from low-income families (line 2 ÷ line 3)	0.00%
C.	Required Reservations	
Reservation for Parent Involvement		
<input checked="" type="checkbox"/> No reservation is mandated because 1% of line 4 on page 33 is \$5,000 or less		
1.	a. Reserved for Parent Involvement (must be a minimum of 1%)*	4,918
	b. Private school set-aside (% of private school children x reservation)	0
	c. Amount remaining	4,918
	d. Public school distribution (95% of "Amount remaining")**	4,673
	e. Balance available for LEA-level parental involvement activities	245
2.	Direct and indirect services to homeless children, regardless of their school of attendance	1,000
3.	Program Improvement (PI) Schools: Public School Choice Transportation (Choice)	0
4.	PI Schools: Supplemental Educational Services (SES)	0
5.	PI Schools: Parent outreach and assistance for Choice and SES	0
PI LEA:		
	a. Professional Development (PD) (minimum 10%*) set-aside	0
	b. 2008-09 PI PD set-aside carryover	0
6.	c. Total PI set-aside (line 6a + 6b)	0
If reservation is less than 10%, check below:		
<input type="checkbox"/> Professional Development funds from PI school-level set-asides will be used to help meet LEA 10% reservation		
7.	Direct and indirect services to children in local institutions for neglected children (from line 2, page 33)	0
8.	Direct and indirect services to children in local institutions for delinquent children	0
9.	Direct and indirect services to neglected or delinquent children in community day school programs	0
10.	Total Required Reservations	1,245

*of line 4 on page 33

**see instructions

2009-10 Consolidated Application Comments Form

Page Number _____

CD Code _____

District Name _____

Page 34: Reservations Required _____

1964444

Culver City Unified

School Name _____

Comments

This allocation will be used to collect data regarding the status of homeless students in the Culver City Unified School District. We will contact local shelters, hotels, and places of worship to identify homeless students so that they can receive appropriate support services. Support services may include academic support, such as, tutoring, means of meeting basic needs of homeless students (clothing, school supplies, health services), offering before and after school programs, providing emergency food, paying the cost of testing services, covering the costs of field trips, graduation expenses and transportation.

2009-10 Title I, Part A, Reservations (Allowed)

Purpose: To report LEA reservations for Title I, Part A, before distributing funds to schools. All reservations reported on this page are used to provide direct services to eligible Title I, Part A, students.

CDE Contact: Carol Dickson 916-319-0382 CDickson@cde.ca.gov
 Robert Storelli 916-319-0482 RStorelli@cde.ca.gov

Agency: Culver City Unified
 CD code: 1 | 9 | 6 | 4 | 4 | 4 | 4
 The page is not applicable because the LEA did not apply for Title I, Part A, Basic or Neglected funding on page 2 of the ConApp.

1.	Total Required Reservations (page 34, line 10)	\$	1,245					
2.	Program Improvement schools: teacher incentives and rewards (maximum 5%*)	\$	0					
3.	Professional Development: highly qualified teachers and paraprofessionals - PI activities	\$	0					
4.	Professional Development: highly qualified teachers and paraprofessionals - Not PI activities	\$	10,000					
	a. Total reservation	\$	10,000					
	b. Reservation for equitable services for private school participants (line 4.a. x line B.4. on page 34)	\$	0					
	c. Reserved for public schools (line 4.a. - line 4.b.)	\$	10,000					
5.	Assistance to schools - PI activities	\$	13,836					
6.	Assistance to schools - Not PI activities	\$	17,611					
	a. Total reservation	\$	17,611					
	b. Reservation for equitable services for private school participants (line 6.a. x line B.4. on page 34)	\$	0					
	c. Reserved for public schools (line 6.a. - line 6.b.)	\$	17,611					
7.	Summer school or intersession programs or before and after school programs - PI activities	\$	0					
8.	Summer school or intersession programs or before and after school programs - Not PI activities	\$	0					
	a. Total reservation	\$	0					
	b. Reservation for equitable services for private school participants (line 6.a. x line B.4. on page 34)	\$	0					
	c. Reserved for public schools (line 8.a. - line 8.b.)	\$	0					
9.	Salary differentials	\$	0					
10.	Preschool	\$	10,000					
11.	Capital expenses reserved for private schools	\$	0					
12.	Total Allowable Reservations (sum of lines 2 through 11)	\$	51,447					
13.	Total LEA Reservations (line 1 + line 12)	\$	52,692					
14.	Final adjusted allocation (line A. on page 34 - line 13) (must be allocated to schools in column J on page 36)	\$	451,730					
	a. Page 36, column G total:	\$	451,730					
	b. Page 36, column H total:	\$	4,673					
	c. Page 36, column I total:	\$	0					
		\$	456,403					

* of line 4 on page 33

2009-10 District Allocations of Title I, Part A, Funds to Schools
 California Department of Education

Consolidated Application

Purpose: To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A, public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

CDE Contact: Richard Graham - 916-319-0303 - R.Graham@cde.ca.gov
 Judi Brown - 916-319-0942 - JBrown@cde.ca.gov

Agency: Culver City Unified

CD code: 1 | 9 | 6 | 4 | 4 | 4 | 4

The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H	I	J
Name of School	Grade Span Group	Percent of Low-Income Students	Number of Low-Income Students	Title I, Part A \$ per Low-Income Student Number	Site-Level Carryover, If Applicable	Title I, Part A (Basic Grant) (D x E + F = G)	Title I, Part A (Parent Involvement for NCLB, Sec. 1119)	Private School Set-aside	Title I, Part A Total (G + H + I)
La Ballona Elementary 6012702	1	62.1	367	247.3340	6.006	96,778	1,207	0	97,985
Linwood E. Howe Elementary 6012660	1	38.6	206	247.3330	18,072	69,023	677	0	69,700
Culver Park High 1932656	3	38.4	33	247.3330	1,105	9,267	109	0	9,376
Culver City Middle 6057608	2	38.4	624	247.3330	34,132	188,468	2,052	0	190,520
El Rincon Elementary 6012686	1	35.5	191	247.3330	40,953	88,194	628	0	88,822
Culver City High 1932201	3	30.9	772	0.0000	0	0	0	0	0
Farragut Elementary 6012694	1	25.1	127	0.0000	0	0	0	0	0
El Marino Elementary 6012678	1	11.4	83	0.0000	0	0	0	0	0
Gilbert Hall School 6136451	P	0.0	0	0.0000	0	0	0	0	0

2009-10 District Allocations of Title I, Part A, Funds to Schools
 California Department of Education
 Consolidated Application

Purpose: To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A, public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

CDE Contact: Richard Graham - 916-319-0303 - RGraham@cde.ca.gov
 Judi Brown - 916-319-0942 - JBrown@cde.ca.gov

Agency: Culver City Unified

CD code: 1 | 9 | 6 | 4 | 4 | 4 | 4

The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H	I	J
Name of School	Grade Span Group	Percent of Low-Income Students	Number of Low-Income Students	Title I, Part A \$ per Low-Income Student Number	Site-Level Carryover, If Applicable	Title I, Part A (Basic Grant) (D x E + F = G)	Title I, Part A (Parent Involvement for NCLB, Sec. 1118)	Private School Set-aside	Title I, Part A Total (G + H + I)
STAR Prep Academy									
6205520	P	0.0	0	0.0000	0	0	0	0	0
Park Century School									
6909931	P	0.0	0	0.0000	0	0	0	0	0
Ohr Eliyahu Academy									
6924765	P	0.0	0	0.0000	0	0	0	0	0
Echo Horizon									
6926638	P	0.0	0	0.0000	0	0	0	0	0
Culver City Christian School									
6929194	P	0.0	0	0.0000	0	0	0	0	0
Kayne ERAS Center									
6934715	P	0.0	0	0.0000	0	0	0	0	0
Turning Point School									
6982342	P	0.0	0	0.0000	0	0	0	0	0
Wildwood School									
6994792	P	0.0	0	0.0000	0	0	0	0	0
Echo Center									
6994966	P	0.0	0	0.0000	0	0	0	0	0

2009-10 District Allocations of Title I, Part A, Funds to Schools
 California Department of Education

Consolidated Application

Purpose: To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A, public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

CDE Contact: Richard Graham - 916-319-0303 - R.Graham@cde.ca.gov
 Judi Brown - 916-319-0942 - JBrown@cde.ca.gov

Agency: Culver City Unified

CD code: 1 | 9 | 6 | 4 | 4 | 4 | 4

The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H	I	J	
Name of School	School Code	Grade Span Group	Percent of Low-Income Students	Number of Low-Income Students	Title I, Part A \$ per Low-Income Student Number	Site-Level Carryover, If Applicable	Title I, Part A (Basic Grant) (D x E + F = G)	Title I, Part A (Parent Involvement for NCLB, Sec. 1118)	Private School Set-aside	Title I, Part A Total (G + H + I)
Willows Community, The	7087083	P	0.0	0	0.0000	0	0	0	0	0
Culver City Independent Study	1930031		0.0	0	0.0000	0	0	0	0	0
Adjusted total allocations						451,730	4,673	0	456,403	

2009-10 Title I, Part A, Program Improvement (PI) Activities and Expenditures Report

California Department of Education

Consolidated Application

Purpose: To report mid-year activities and funds expended on NCLB Public School Choice (Choice) and Supplemental Educational Services (SES).

CDE Contact: Lana Zhou - 916 319-0956 - LZhou@cde.ca.gov
 Sandi Ridge - 916 319-0243 - SRidge@cde.ca.gov

Agency: Culver City Unified	CD code:							
	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table>	1	9	6	4	4	4	4
1	9	6	4	4	4	4		
<input type="checkbox"/> This page is not applicable because the LEA did not have schools in Program Improvement in 2009-10.								

	2009-10 Mid-Year Report	
A. Program Improvement Activities		
1. The number of students in PI schools Year 1 - 5 who applied for Public School Choice (Choice) under No Child Left Behind (NCLB) Act.	0	
2. The number of students who transferred from a PI school Year 1 or above to attend a non-PI school under NCLB.	0	
3. The number of students who transferred from a PI school Year 1 or above to attend a non-PI school under a local or state school choice program.	0	
4. The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).	22	
5. The number of students in PI schools Years 2 or above who received SES.	0	
B. Expenditures of Funds Encumbered for Choice Transportation and SES	2009-10 Mid-Year Report	
	Title I, Part A	Non-Title I, Part A
1. Amount of funds expended for Choice transportation for students who transferred from a PI school to a non-PI school under NCLB.	0	0
2. Amount of funds expended for SES for eligible students enrolled in PI schools Years 2-5.	0	0
3. Amount of funds expended for parent outreach activities for Choice and SES.	0	0
4. Total amount expended for Choice and SES (line B.1. + B.2 + B.3.)	0	0

2009-10 Consolidated Application Comment Form

Page Number _____

CD Code _____

Page 37: Program Improvement _____

1964444

District Name _____

Culver City Unified

School Code _____

Comments _____

SES fair has been held in September and many parents participated. As result, we have 22 students enrolled and are in the process of collecting documents (contracts, insurance, and etc.) required. Participating vendors are doing their best, but it seems to take more time than we expected.

2009-10 District Allocation of Title I, Part D, Neglected, Delinquent, or At-Risk Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title I, Part D, Neglected, Delinquent, or At-Risk funds for 2009-10.

CDE Contact: Jeff Breshears 916-319-0946 JBreshears@cde.ca.gov
 Lorene Euerle 916-310-0728 LEuerle@cde.ca.gov

Agency:

Culver City Unified

CD code: 1 | 9 | 6 | 4 | 4 | 4 | 4

This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

SACS Resource Code: 3025

Description

Title I, Part D, Subpart 2

1.	2009-10 entitlement	0	
2.	2008-09 carryover (as of 6/30/09)	(+)	0
3.	Repayment of funds	(+)	0
4.	Total approved allocation (line 1 + 2 + 3)	(=)	0
5.	Reserved for indirect costs	(-)	0
6.	Reserved for administration	(-)	0
7.	Adjusted total allocation (line 4 - 5 - 6)	(=)	0

2009-10 District Allocation of Title II, Part A, Improving Teacher Quality, Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title II, Part A, Improving Teacher Quality, funds for 2009-10.

Agency:
Culver City Unified

CD Code: 1 | 9 | 6 | 4 | 4 | 4 | 4

CDE Contact: Jackie Rose 916-322-9503 JRose@cde.ca.gov
Kelly Heffington 916-324-5689 KHeffington@cde.ca.gov

This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

A. All LEAs complete this section		B. Only NCLB Section 2141 LEAs complete this section	
Description	Amount	<input type="checkbox"/> This section is N/A because LEA is not in 2141 <input checked="" type="checkbox"/> The LEA certifies it will follow the agreement of 2141	Amount
1. 2009-10 entitlement	190,321	Professional Development	
2. Transferred in	0 (+)	A 1. Professional Development for Teachers	2,500
3. Transferred out	0 (-)	A 2. Professional Development for Administrators	0
4. 2009-10 amount after transfer (lines 1 + 2 - 3)	190,321 (=)	A 3. Subject Matter Project	0
5. 2008-09 carryover	0 (+)	Exams and Test Prep	
6. Repayment of funds	0 (+)	B 1. Exam Fees, Reimbursement	0
7. Funds available for flexible use under Rural Education Achievement Program (REAP)*	0	B 2. Test preparation training and/or materials	0
8. Total approved allocation (line 4 = 5 + 6)	190,321 (=)	Recruitment, Training and Retaining	
9. Reserved for indirect and administrative costs	13,741 (-)	C 1. Recruitment Activities	0
10. Adjusted total allocation (line 8 - 9)	176,580 (=)	C 2. Hiring Incentive, Relocation allotment	0
		C 3. National Board Certification and/or Stipend	0
		C 4. VPSS	2,500
		C 5. University Course Work	2,500
		Total Budgeted Amount	7,500

*If page 2 indicates participation in Title VI, Subpart 1, REAP Flexibility, this will be line - line 3 + line 5 + line 6; otherwise it will be zero.

2008-09 Title II, Part A, Expenditure Report

California Department of Education

Consolidated Application

Purpose: To report Title II, Part A, Improving Teacher Quality Program expenditures for the 2008-09 fiscal year for cash management.

CDE Contact: Jackie Rose 916-322-9503 JRose@cde.ca.gov
 Kelly Heffington 916-324-5689 KHeffington@cde.ca.gov

Agency:

Culver City Unified

CD Code:

1 | 9 | 6 | 4 | 4 | 4 | 4

The page is not applicable because the LEA did not participate in this type of funding in 2008-09.

2008-09 Expenditure

Note: Funding transferred out should be included as an expenditure in the quarter the transfer was made.

1.	Entitlement Amount Only: (Do not include previous year carryover)				
	a. Quarter 1 Expenditures	(07/01/08 - 09/30/08)	\$	196,691	
	b. Quarter 2 Expenditures	(10/01/08 - 12/31/08)	\$	17,551	
	c. Quarter 3 Expenditures	(01/01/09 - 03/31/09)	\$	39,871	
	d. Quarter 4 Expenditures	(04/01/09 - 06/30/09)	\$	22,217	
3.	Cumulative Total (2.a. + 2.b. + 2.c. + 2.d.)		\$	111,857	
4.	Carryover from Year One (required to be spent by end of year two)		\$	191,496	
	a. Quarter 5 Expenditures	(07/01/09 - 09/30/09)	\$	5,195	
	b. Quarter 6 Expenditures	(10/01/09 - 12/31/09)	\$	1,506	
	c. Quarter 7 Expenditures	(01/01/10 - 03/31/10)	\$	3,689	
	d. Quarter 8 Expenditures	(04/01/10 - 06/30/10)	\$	0	
	e. Quarter 9 Expenditures	(07/01/10 - 09/30/10)	\$	0	
6.	Cumulative Total (5.a. + 5.b. + 5.c. + 5.d. + 5.e.)		\$	5,195	
7.	Grand Total (line 3 + line 6)		\$	196,691	
8.	Unexpended Funds (line 1 - line 7)		\$	0	

* Note that encumbrances through 03/31/10 may be included as an expenditure.

2009-10 District Allocation of Title III, Part A, Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title III, Part A, funds for 2009-10.

CDE Contact: *Immigrant: Clifton Davis - 916 323-5808 - CDavis@cde.ca.gov*
LEP: *Patty Stevens - 916 323-5838 - PStevens@cde.ca.gov*

Agency: Culver City Unified								
CD code:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table>	1	9	6	4	4	4	4
1	9	6	4	4	4	4		
<input type="checkbox"/> This page is not applicable because the LEA is not participating in Title III, Part A.								

Description	SACS Resource Code: 4201		SACS Resource Code: 4203	
	Title III, Part A (Immigrant)	Title III, Part A (LEP)	Title III, Part A (Immigrant)	Title III, Part A (LEP)
1. 2009-10 entitlement	12,160	94,000		
2. 2008-09 carryover (as of 6/30/2009)	17,663	0		
3. Repayment of funds	0	0		
4. Total approved allocation (line 1 + 2 + 3)	29,823	94,000		
5. Reserved for administration and indirect costs (2% cap on Limited English Proficient (LEP))	596	1,880		
6. Adjusted total allocation (line 4 - 5) for LEA use only	29,227	92,120		

Title III Expenditure Report for 2008-09 and 2009-10 Allocations

California Department of Education

Consolidated Application

Purpose: To report Title III LEP and/or Immigrant Program expenditures for the 2008-09 and 2009-10 allocations. Consortia Lead is responsible for reporting the entire consortia application.

CDE Contact: *Immigrant: Giffon Davis 916 323-5808 - CDavis@cde.ca.gov*
LEP: *Patty Stevens 916 323-5838 - PStevens@cde.ca.gov*

Agency: Culver City Unified	
CD Code:	1 9 6 4 4 4
<input type="checkbox"/> The page is not applicable because the LEA did not participate in either type of funding.	

	Allocation Issued Fiscal Year 2008-09	Allocation Issued Fiscal Year 2009-10
Description	Immigrant (SACS 4201)	Immigrant (SACS 4201)
1. Entitlement	\$ 12,730	\$ 12,160
2. Total expended to date (07/01/08 - 12/31/09)	\$ 8,527	\$ 91,485
3. Total expended to date (07/01/09 - 12/31/09)	\$ 0	\$ 21,709
4. Unexpended funds	\$ 4,203	\$ 12,160
5. Interest earned	\$ 0	\$ 0

2008-09 Title IV, Part A (SDFSC), Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

Purpose: To report expenditures and determine available budget resources and to calculate Title IV, Part A (SDFSC), carryover from 2008-09.

CDE Contact: Lynette Mayhew 916-319-0198 LMayhew@cde.ca.gov

Agency:	Culver City Unified									
CD code:	1	9	6	4	4	4	4	4	4	4
<input type="checkbox"/> The page is not applicable. The LEA did not participate in Title IV, Part A (SDFSC), in 2008-09.										

A. Title IV, Part A Annual Fiscal Report	B. Title IV, Part A Carryover Calculation
1. 2008-09 entitlement amount (must be spent by 9/30/10)	19,909
2. Transferability - Transferred in for Title IV, Part A (SDFSC), use per Section 6123, NCLB	0
3. Transferability - Transferred out of Title IV, Part A (SDFSC), for use in another program per Section 6123, NCLB	0
4. 2008-09 REAP funds from other programs flexibly used for Title IV (SDFSC) per Section 6211, NCLB	0
5. 2008-09 Title IV (SDFSC) REAP funds flexibly used for other NCLB programs per Section 6211, NCLB	0
6. 2007-08 Title IV (SDFSC) Carryover funds (must have been spent or obligated by 9/30/09)	3,288
7. Total 2008-09 Resources	23,197
8. Total 2008-09 Expenditures and Encumbrances	23,164
C. Title IV, Part A Carryover Request Justification	
1. Explanation of why these funds could not be spent during fiscal year 2008-09. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2008-09 Title IV, Part A (SDFSC), entitlement.)	9. Unspent 2007-08 funds: If line 8 is greater than or equal to line 6, this is "0." If line 6 is greater than line 9, this is line 6 minus line 8. These unspent funds reverted 9/30/09. CDE will bill the LEA for these funds.
	0
	10. Balance to be carried forward into 2009-10 (line 7 minus lines 8 and 9)
	13
	11. Percent (%) of 2008-09 entitlement to be carried into 2009-10 (line 10 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.
	0.07%

Note: Carryover funds must be spent in accordance with the provisions set forth in Public Law 107-110, No Child Left Behind, Title IV, Part A SDFSC.

2009-10 District Allocation of Title IV, Part A (SDFSC), Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title IV, Part A (SDFSC), funds for 2009-10.

CDE Contact: Lynette Mayhew - (916) 319-0198 - LMayhew@cde.ca.gov

Agency: Culver City Unified

CD code: 1 | 9 | 6 | 4 | 4 | 4 | 4

This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

SACS Resource Code: 3710

Title IV, Part A (SDFSC)

#	Description	(+)	(-)	(=)
1.	2009-10 entitlement			20,989
2.	Transferred in	(+)	0	
3.	Transferred out		(-)	0
4.	2009-10 amount after transfer (line 1 + 2 - 3)			(=) 20,989
5.	2008-09 carryover (as 6/30/09)		(+)	13
6.	Repayment of funds	(+)		0
7.	Funds available for flexible use under REAP*			0
8.	Total approved allocation (line 4 + 5 + 6)			(=) 21,002
9.	Reserved for administration and indirect costs (combined total capped at 2%)		(-)	419
10.	Adjusted total allocation (line 8 - 9)			(=) 20,583

*If page 2 indicates participation in Title IV, Subpart 1, REAP Flexibility, this will be line 1 - line 3 + line 5 + line 6; otherwise it will be zero.

2008-09 TUPE Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

Purpose: To determine available budget resources from previous years and to calculate Tobacco-Use Prevention Education (TUPE) carryover from 2008-09.

CDE Contact: Shalonn Woodard - (916) 319-0197 - SWoodard@cde.ca.gov

Agency: Culver City Unified

CD code: 1 | 9 | 6 | 4 | 4 | 4 | 4

The page is not applicable. The LEA did not participate in TUPE in 2008-09.

A. TUPE Annual Fiscal Report	B. 2008-09 TUPE Carryover Calculation
1. 2008-09 entitlement	
9,072	
2. 2007-08 TUPE carryover funds (must be spent or obligated by 6/30/10)	2008-07 unspent TUPE funds* (if line 5 is less than line 3, this is line 3 - line 5) (if line 5 is greater than or equal to line 3, this is "0")
9,064	0
3. 2008-07 TUPE carryover funds (must have been spent by 6/30/09)	7. 2007-08 unspent TUPE funds
1,808	6,303
4. Total 2008-09 TUPE resources (sum of lines 1 - 3)	8. 2008-09 TUPE carryover funds
19,944	9,072
5. Total 2008-09 Expenditures/Encumbrances	9. Percent (%) of 2008-09 entitlement to be carried into 2009-10 (line 7 plus line 8 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.
4,569	169.48 %

TUPE Carryover Request Justification

<p>C.</p> <p>1. Explanation of why these funds could not be spent during the 2008-09 fiscal year. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2008-09 TUPE entitlement.)</p> <p>Due to budget constraints we were unable to use all of our TUPE monies. Our school district implemented a hiring and spending freeze. We were not able to hire personnel or implement programs. We will be able to exhaust the TUPE funds this year.</p>	<p>2. Description of how these carryover funds will be used to implement TUPE in the 2009-10 fiscal year. (The use of TUPE carryover funds is limited to those activities that will directly result in the prevention of tobacco use and must comply with all TUPE program requirements, the Principles of Effectiveness, and the LEA's approved LEA Plan.)</p> <p>We will continue to fund a consultant for the most at risk students. Our Security Officer has evaluated our school safety plans and has requested funding for school safety infrastructure needs that will assist in maintaining a safe school environment. By the end of this year, most of the funding will be used.</p>
--	---

*These funds reverted 6/30/09. CDE will bill the LEA for these funds.

2009-10 Consolidation of NCLB Administrative Funds

California Department of Education

Consolidated Application

Purpose: To declare the agency's intent to consolidate NCLB administrative funds and identify what programs will be included in the consolidation.

Agency:	Culver City Unified				
CD code:	1	9	6	4	4

CDE Contact: Julie Brucklacher 916-327-0858 JBruckla@cde.ca.gov

This page is not applicable because the LEA did not participate in any of the listed programs.

Notes:

1. Section 9203 of the Elementary and Secondary Education Act of 1965, as amended by the NCLB Act of 2001, allows an LEA to consolidate, for the administration of one or more programs under NCLB (or such other programs as the U.S. Secretary of Education shall designate), not more than the percentage, established in each program, of the total available for the LEA under those programs.
2. Refer to the instructions for the maximum amount of administrative funds from the different NCLB titles that may be consolidated.
3. An LEA that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year (ESEA Sec. 9203(c)).
4. Pooled costs may be treated as one cost objective. An LEA is not required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation (ESEA Sec. 9203(e)).
5. CDE approval to consolidate administrative funds is valid only for the fiscal year requested.

The programs for which this agency is requesting to consolidate administrative funds are indicated by a check in the "YES" box below.

SACS Code	Programs	Yes	No
3010, 3011	Title I, Part A (Basic Programs)		X
3060	Title I, Part C (Migrant Education)		X
3025, 3026	Title I, Part D (Neglected and Delinquent Children)		X
4035	Title II, Part A (Teacher Training and Recruiting)		X
4036	Title II, Part A (Principal Training and Recruiting)		X
4045	Title II, Part D (Enhancing Education Through Technology)		X
4201	Title III (Immigrant Students)		X
4203	Title III (LEP Students)		X
3710	Title IV, Part A (Safe and Drug-Free Schools and Communities)		X
4124	Title IV, Part B (21st Century Community Learning Centers)		X

October 2009 School-Level Free and Reduced-Price Meals Eligibility Data Collection

California Department of Education Consolidated Application

Purpose: To collect data used for LEA grant determinations for Title I, Part A as well as several other state and federal categorical programs. Additionally, the data will be used on the Title I ranking page of Part I of the 2010-11 ConApp.

CDE Contact: (916) 323-8068 - trpminfo@cde.ca.gov

Agency: Culver City Unified	
CD code:	1 9 6 4 4 4 4

Name of School School Code	Charter School Number	Lowest Grade Served	Highest Grade Served	Number of Enrolled Students Ages 5-17		
				Enrolled	Eligible for Free Meals*	Eligible for Reduced- Price Meals*
Culver City Independent Study	1930031	KK	12	50	0	0
Culver City High	1932201	09	12	2,325	553	218
Culver Park High	1932656	10	12	65	20	7
Linwood E. Howe Elementary	6012660	KK	05	509	157	76
El Marino Elementary	6012678	KK	05	734	62	32
El Rincon Elementary	6012686	KK	05	501	141	68
Farragut Elementary	6012694	KK	05	506	91	49
La Ballona Elementary	6012702	KK	05	510	290	91
Culver City Middle	6057608	06	08	1,567	468	185

*Eligibility tables can be found at <http://www.cde.ca.gov/ls/nw/sn/eligmaterials.asp> 2009-10 ConApp, Part II, page 47.1 Date: 01/21/2010

2009-10 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.

Agency: Culver City Unified	CD code:							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">1</td> <td style="width: 12.5%; text-align: center;">9</td> <td style="width: 12.5%; text-align: center;">6</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">4</td> </tr> </table>	1	9	6	4	4	4	4
1	9	6	4	4	4	4		

CDE Contact: Linda Parker 916-319-0297 LParker@cde.ca.gov

Consolidated Application													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Name</td> <td style="width: 50%;">Title</td> <td style="width: 50%;">Salutation</td> </tr> <tr> <td>Leslie Lockhart</td> <td>Director, Special Projects</td> <td></td> </tr> <tr> <td>Phone</td> <td>FAX</td> <td>E-mail</td> </tr> <tr> <td>(310) 842-4220 Ext. 4367</td> <td>(310) 842-4249</td> <td>leslielockhart@ccusd.org</td> </tr> </table>	Name	Title	Salutation	Leslie Lockhart	Director, Special Projects		Phone	FAX	E-mail	(310) 842-4220 Ext. 4367	(310) 842-4249	leslielockhart@ccusd.org	
Name	Title	Salutation											
Leslie Lockhart	Director, Special Projects												
Phone	FAX	E-mail											
(310) 842-4220 Ext. 4367	(310) 842-4249	leslielockhart@ccusd.org											

Title I, Part A													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Name</td> <td style="width: 50%;">Title</td> <td style="width: 50%;">Salutation</td> </tr> <tr> <td>Leslie Lockhart</td> <td>Director, Special Projects</td> <td></td> </tr> <tr> <td>Phone</td> <td>FAX</td> <td>E-mail</td> </tr> <tr> <td>(310) 842-4220 Ext. 4367</td> <td>(310) 842-4249</td> <td>leslielockhart@ccusd.org</td> </tr> </table>	Name	Title	Salutation	Leslie Lockhart	Director, Special Projects		Phone	FAX	E-mail	(310) 842-4220 Ext. 4367	(310) 842-4249	leslielockhart@ccusd.org	
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Phone	FAX	E-mail											
(310) 842-4220 Ext. 4367	(310) 842-4249	leslielockhart@ccusd.org											

Title I, D, Neglected or Delinquent										
<input checked="" type="checkbox"/> Contact is N/A <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Name</td> <td style="width: 50%;">Title</td> <td style="width: 50%;">Salutation</td> </tr> <tr> <td>Phone</td> <td>FAX</td> <td>E-mail</td> </tr> <tr> <td>() -</td> <td>()</td> <td>-</td> </tr> </table>	Name	Title	Salutation	Phone	FAX	E-mail	() -	()	-	
Name	Title	Salutation								
Phone	FAX	E-mail								
() -	()	-								

Parent/Family Involvement													
<input type="checkbox"/> Contact is N/A <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Name</td> <td style="width: 50%;">Title</td> <td style="width: 50%;">Salutation</td> </tr> <tr> <td>Leslie Lockhart</td> <td>Director, Special Projects</td> <td></td> </tr> <tr> <td>Phone</td> <td>FAX</td> <td>E-mail</td> </tr> <tr> <td>(310) 842-4220 Ext. 4367</td> <td>(310) 842-4249</td> <td>leslielockhart@ccusd.org</td> </tr> </table>	Name	Title	Salutation	Leslie Lockhart	Director, Special Projects		Phone	FAX	E-mail	(310) 842-4220 Ext. 4367	(310) 842-4249	leslielockhart@ccusd.org	
Name	Title	Salutation											
Leslie Lockhart	Director, Special Projects												
Phone	FAX	E-mail											
(310) 842-4220 Ext. 4367	(310) 842-4249	leslielockhart@ccusd.org											

Title II, Part A (Teacher Quality)													
<input type="checkbox"/> Contact is N/A <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Name</td> <td style="width: 50%;">Title</td> <td style="width: 50%;">Salutation</td> </tr> <tr> <td>Leslie Lockhart</td> <td>Director, Special Projects</td> <td></td> </tr> <tr> <td>Phone</td> <td>FAX</td> <td>E-mail</td> </tr> <tr> <td>(310) 842-4220 Ext. 4367</td> <td>(310) 842-4249</td> <td>leslielockhart@ccusd.org</td> </tr> </table>	Name	Title	Salutation	Leslie Lockhart	Director, Special Projects		Phone	FAX	E-mail	(310) 842-4220 Ext. 4367	(310) 842-4249	leslielockhart@ccusd.org	
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Leslie Lockhart	Director, Special Projects												
Phone	FAX	E-mail											
(310) 842-4220 Ext. 4367	(310) 842-4249	leslielockhart@ccusd.org											

Title III, Part A (LEP/Immigrant)													
<input type="checkbox"/> Contact is N/A <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Name</td> <td style="width: 50%;">Title</td> <td style="width: 50%;">Salutation</td> </tr> <tr> <td>Leslie Lockhart</td> <td>Director, Special Projects</td> <td></td> </tr> <tr> <td>Phone</td> <td>FAX</td> <td>E-mail</td> </tr> <tr> <td>(310) 842-4220 Ext. 4367</td> <td>(310) 842-4249</td> <td>leslielockhart@ccusd.org</td> </tr> </table>	Name	Title	Salutation	Leslie Lockhart	Director, Special Projects		Phone	FAX	E-mail	(310) 842-4220 Ext. 4367	(310) 842-4249	leslielockhart@ccusd.org	
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(310) 842-4220 Ext. 4367	(310) 842-4249	leslielockhart@ccusd.org											

2009-10 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.

Agency:	Culver City Unified									
CD code:	1	9	6	4	4	4	4	4	4	4

CDE Contact: Linda Parker 916-319-0297 LParker@cde.ca.gov

Title IV (SDFSC) and TUPE	Name	Title	Salutation
<input type="checkbox"/> Contact is N/A	Leslie Lockhart	Director, Special Projects	
	Phone (310) 842-4220 Ext. 4367	FAX (310) 842-4249	E-mail leslielockhart@ccusd.org
<input type="checkbox"/> Contact is N/A	Leslie Lockhart	Director, Special Projects	
	Phone (310) 842-4220 Ext. 4367	FAX (310) 842-4249	E-mail leslielockhart@ccusd.org
<input type="checkbox"/> Contact is N/A	Rosemary Eker	Director, Pupil Personnel Services	
	Phone (310) 842-4220 Ext. 4201	FAX (310) 842-4245	E-mail rosemaryecker@ccusd.org
<input type="checkbox"/> Contact is N/A	Rosemary Eker	Director, Pupil Personnel Services	
	Phone (310) 842-4220 Ext. 4201	FAX (310) 842-4245	E-mail rosemaryecker@ccusd.org
<input checked="" type="checkbox"/> Contact is N/A	Leslie Lockhart	Director, Special Projects	
	Phone (310) 842-4220 Ext. 4367	FAX (310) 842-4249	E-mail leslielockhart@ccusd.org

BOARD REPORT

1/26/2010

14.2g

14.2g Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Culver Park High School

Education Codes 52853 and 52855 require school plans to be annually reviewed, revised and submitted to the Board of Education for approval. Culver Park High School is submitting their Single Plan for Student Achievement.

RECOMMENDED MOTION: That the Board approves the Single Plan for Student Achievement, as submitted, for Culver Park High School.

Moved by:

Seconded by:

Vote:

The Single Plan for Student Achievement

Culver Park High School

School Name

19644441932656

CDS Code

Date of this revision: December 1, 2009

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 No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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: 310 390-8886
Address: 5303 Berryman Ave.
Culver City CA 90230
E-mail Address: marianneturner@ccusd.org

Culver City Unified School District

School District

Superintendent: Dr. Myrna Rivera Cote
Telephone Number: (310) 842-4220
Address: 4034 Irving Place
Culver City, CA 90232-2848
E-mail Address: myrnariveracote@ccusd.org

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

II. School Vision and Mission

The mission of the Culver City Unified School District (CCUSD), 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

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CULVER PARK HIGH SCHOOL MISSION STATEMENT

The mission of Culver Park High School (CPHS), a caring and safe environment designed to encourage school attendance and enhance student performance, is to provide individualized programs which maximize the opportunities for students to successfully transition to higher education or the work force, to become contributing and productive members of society, and to flourish in a continually changing world.

WE BELIEVE:

- 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 learning
- 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

SCHOOL PROFILE

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

Established in 1979. The school is currently housed in a refurbished portion of an older elementary school in the district. CPHS receives community support from the Culver City Parent-Teacher Association, The Exchange Club of Culver City, and The Culver City Education Foundation. The Jewish Community Foundation and Sony Pictures both support the arts programs in the school.

The school was first accredited by the Western Association of Schools and Colleges in 1988, then again in 1994 and 1998. The accreditation was renewed in March 2005 for a six-year term, with a successful midterm review in October 2008.

Culver Park High School offers all classes needed to receive a high school diploma. Coursework is individualized and self-paced addressing each student's strengths and weaknesses. Additionally, students have the opportunity to take Regional Occupation Program classes, enroll in community college and adult school courses, and take classes online.

According to the California Basic Educational Data System (CBEDS) report dated October 2008 our student population is 68% Hispanic, 11% Caucasian, 14% African-American, 0% Pacific Islander, 5% Asian, 1% Filipino, and 1% Multiple or no response. Currently, English Language Learners are 24% of our student population.

The staff and students at Culver Park High School are committed to creating 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. Student Outcomes (Expected Schoolwide Learning Results) set the expectation level that we strive for. All of our 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. Free After-School Tutoring started October 2009 on Tuesdays and Wednesdays in the school library.

Improved Home/School Communication:

Culver Park high School 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 has contracted with School News to produce at least four newspapers a year to provide Culver City residents with information about what is going on in the schools. CPHS has an article published each time.

Benchmark Testing:

CCUSD in partnership with WestEd has implemented a local accountability system to help raise achievement level in the schools. As part of the district's Galileo project, benchmark testing in English and math occurs three times a year. Data provides valuable information that helps drive instruction and allows teachers to identify students' specific strengths and weaknesses.

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. Students present their artwork publicly in cultural settings like the Getty Villa, the Griffith Observatory, and UCLA. Students who succeed in the advanced level are eligible for scholarships to art colleges.

New Information

- Planned Parenthood provided our school site with a six-week workshop on Sexual Health & Safety for Teens
- CPHS has established its own Career Vocational Educational (CVE) class that meets once a week on campus
- Culver City Education Foundation generously donated \$5000 to the HeArt Artist Residency project at CPHS
- Students are participating in the LA County Poetry Out Loud program
- CPHS submitted an application to receive funding from the National Gardening Association and The Home Depot for a garden program

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

B. Surveys

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following are the results identified by extended surveys ending June 2009

The elements which indicate strengths and are currently working in our school include:

- Teachers are equipped with all materials needed such as; teacher text editions, curriculum guides, professional books, journals and technology along with teacher selected supplementary materials.
- Students are equipped with textbooks, supplemental books, and access to computers.
- Instructional time is allotted through direct contact between teacher and student in the specific content area being assessed.
- Teacher's schedules have sufficient time for planning, yard duty and appropriate instructional time.
- Formal and informal instruction is adjusted to meet the individual or group needs based on performance and assessments.
- The organization and operation of the classroom is well managed by the individual teacher in each classroom based on student enrollment.
- Effective instruction is given with positive reinforcement acknowledging the various styles of the students and allowing a variety of hands on learning experiences.
- Our facilities support effective instruction by providing science labs, library reading areas and outside park facilities for physical education.
- The knowledge and skills of our teachers help students to grow and commit to higher academic goals.
- Teachers are receptive to the program showing teamwork, trust and encouragement.
- Communication has greatly improved on all levels. A bond between principal, teachers, students, and parents exists that now creates trust and communication on all levels to enrich the learning environment. Our home/school communication is strong, according to parents. We have a significant number of parents attend our Back to School Nights. They report being extremely pleased with the progress that their son or daughter is making. Our attendance clerk is Bilingual and makes personal telephone calls each day when students are absent. All notices sent home are in both English and Spanish.

The elements which are currently being assessed and improved upon on by setting goals to strengthen our school include:

- Teachers will incorporate more directive teaching and project-based learning into the curriculum.
- Benchmark testing through West Ed's Galileo project is being used to analyze student performance.
- Administration is working on improving the quality and meaningfulness of staff development.

C. Classroom Observations

Culver Park High School has traditionally worked off of the contract system exclusively. The shift in the past few years has been to incorporate whole group directed instruction into the mix. The 2005-2006 WASC Schoolwide Action Plan called for the homogeneous grouping of students by subject matter into class periods. This proved to be unrealistic due to the transient nature of the population and the variety of courses needing to be made up by students.

The 2007-2008 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 the subject area. 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 room has new lab tables and microscopes for the teacher to incorporate experiments and projects into her program. New computers have just been installed in the classrooms.

Culver Park High School had a WASC Midterm Progress Review in October 2008. The Visiting Committee Chair commented in her report that she "spent quite a bit of time in the classrooms observing and talking to the teachers and the students. In all classes the students were on task and for the most part, focusing on their work. The environment was upbeat and positive in all the classrooms and student work was prominently and proudly displayed around the rooms. Direct, or whole class instruction was observed in P.E., R.O.P. Careers class and in the social science class. The students were engaged and participating in the subject. The English, math, and science classes were individualized, due largely to the wide range of subjects being covered in

one classroom. The teachers were doing an excellent job of working one-on-one with the students.

D. Student Work and School Documents

The principal has a meeting with each new student and their parent(s) prior to enrollment. The workings of a continuation school are explained and the expectation of completing two classes per period per semester is instilled. If a student works steadily in class, it is realistic for them 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. We provide some additional programs on campus and resources.

Culver Park High School has had a School Safety Plan in effect since 1997. The plan is updated yearly. For 2009-10 the plan has the following components and goals:

Component #1 - School Climate

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

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

Goal #3 - To 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 - To 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 - To create and maintain a campus that is clean, and beautiful. Ultimately, this will give students a sense of pride in their campus

Goal #2 - To 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

Culver Park High School follows the same discipline matrix as Culver City High School, except we have our own policies regarding electronics and fast food on campus.

The Parent/Student Handbook is updated yearly and given to each family during registration. Parents and students are required to return a signed acknowledgement form to us 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 California High School Exit Exam (CAHSEE) is the assessment that gives the most accurate information regarding students' true abilities and performance levels. Students know they need to pass this exam in order to graduate and 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 intelligence 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 being able to discern 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 because of students' attitude towards the test. They see the test as having no relevance and therefore, have no incentive to do well. The principal is currently discussing motivators with district administration, such as giving community service hours and/or credit to students for a strong test performance. There is a possibility that if students demonstrate subject mastery by scoring in the advanced or proficient range they will be able to earn credit in that subject.

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

CREDIT DEFICIENCIES

Goal #1 in Culver Park High School's Schoolwide Action Plan prepared for the WASC Self-study states that a critical area of need in the increase classroom productivity and the amount of credits earned in order to compensate for existing credit deficiencies upon transfer from the traditional high school.

Students are encouraged to explore alternative systems for earning credits, such as taking courses through ROP, community colleges, adult school, SCROC, and online. Steady progress in their classes on campus and additional work outside of school will speed up the process of earning credits.

CPHS has established a system to monitor collective school and individual student credit achievement. The average credits earned per semester has risen from 22 in 2004-05 to 36 in 2007-08 to 40 in 2008-09.

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) SUBJECT AREA: LANGUAGE ARTS PERFORMANCE GAP: Student groups scoring poorly in reading comprehension on state tests GOAL: In 2010, by increasing 2% incrementally from one performance level to the next, the end result will be an overall 10% increase in student achievement	
Student groups and grade levels to participate in this goal: All students in grades 10 and 11	Anticipated annual performance growth for each group: Steady yearly increase in the percent of questions correct on the language arts CSTs
Means of evaluating progress toward this goal: CCUSD, in partnership with WestEd, has implemented a local accountability system to help raise achievement level in the schools; as part of the district's Galileo project, benchmark testing in language arts will occur three times a year	Group data to be collected to measure academic gains: Galileo's benchmark testing data, along with the 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 (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	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 group directive teaching lessons as preparation for the test	September 2008 - June 2010			
Students who have not passed the CAHSEE will be encouraged to take the CAHSEE prep course at the adult school	September 2008 - June 2010			
A part-time ELD aide to provide tutoring in language arts for students who struggle with reading comprehension	November 2008 - June 2010	Part-time ELD aide position		District funds
Appropriate supplemental curriculum	September 2008 - June 2010			
Professional development for teachers on differentiated learning strategies (i.e.: Marzano and Bloom)	September 2008 - June 2010			
Analyze data from benchmark testing to identify students' specific strengths and weaknesses to drive instruction	September 2008 - June 2010			

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

(39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) SUBJECT AREA: MATH</p> <p>PERFORMANCE GAP: Student groups scoring poorly in basic math and algebra on state tests</p> <p>GOAL: In 2010, by increasing 2% incrementally from one performance level to the next, the end result will be an overall 10% increase in student achievement</p>	
<p>Student groups and grade levels to participate in this goal: All students in grades 10 and 11</p>	<p>Anticipated annual performance growth for each group: Steady yearly increase in the percent of questions correct on the math and algebra CSTs</p>
<p>Means of evaluating progress toward this goal: CCUSD, in partnership with WestED, has implemented a local accountability system to raise achievement level in the schools; as part of the district's Galileo project, benchmark testing in math will occur three times a year</p>	<p>Group data to be collected to measure academic gains: Galileo's benchmark testing data, along with the basic math and algebra test results from the CSTs and the CAHSEE will be collected and analyzed</p>

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Students who have not passed the math section of the CAHSEE will receive study guides provided by the state and the math teacher will hold group directive teaching lessons as preparation for the test	September 2008 - June 2010			
Students who have not passed the CAHSEE will be encouraged to take the CAHSEE prep course at the adult school	September 2008 - June 2010			
Computer programs and appropriate supplemental curriculum to support learning	September 2008 - June 2010	Computer programs		Site Council Budget
Daily practice/drill	September 2008 - June 2010			
Analyze data from benchmark testing to identify students' specific strengths and weaknesses to drive instruction	September 2008 - June 2010			

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.
 (38) List the date an action will be taken or will begin, and the date it will be completed.
 (39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) SUBJECT AREA: SCIENCE</p> <p>PERFORMANCE GAP: Student groups scoring poorly in the sciences on state tests Limited exposure to hands-on science experience</p> <p>GOAL: In 2010 by increasing 2% incrementally from one performance level to the next, the end result will be an overall 10% increase in student achievement</p>	
<p>Student groups and grade levels to participate in this goal: All students in grades 10 and 11</p>	<p>Anticipated annual performance growth for each group: Steady yearly increase in the percent of questions correct on the science CSTs</p>
<p>Means of evaluating progress toward this goal: Teacher assessments through writing, projects, and labs</p>	<p>Group data to be collected to measure academic gains: Test results from the CSTs will be analyzed</p>

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Science field trips	January 2008 - June 2010			Site Council Budget
Increase project-based learning	January 2008 - June 2010			Site Council Budget
Purchase instructional materials and supplemental curriculum	September 2008 - June 2010	Workbooks, supplies		Site Council Budget

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.
 (38) List the date an action will be taken or will begin, and the date it will be completed.
 (39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) SUBJECT AREA: SOCIAL SCIENCE</p> <p>PERFORMANCE GAP: Student groups scoring poorly in the social science area on state tests Students see no relevance or connection with the study of history and their daily lives</p> <p>GOAL: In 2010, by increasing 2% incrementally from one performance level to the next, the end result will be an overall 10% increase in student achievement</p>	
<p>Student groups and grade levels to participate in this goal: All students in grades 10 and 11</p>	<p>Anticipated annual performance growth for each group: Steady yearly increase in the percent of questions correct on the social science CSTs</p>
<p>Means of evaluating progress toward this goal: Teacher assessments of written work, project, and presentations</p>	<p>Group data to be collected to measure academic gains: Test results from the CSTs in social science will be analyzed</p>

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date (38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Relevant class assignments, such as: debates during election time	October 2008 - June 2010			
Appropriate supplemental curriculum	September 2008 - June 2010	Workbooks, supplies		Site Council Budget
Social science field trips	January 2008 - June 2010			Site Council Budget
Interdisciplinary units	September 2008 - June 2010			

- (37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.
- (38) List the date an action will be taken or will begin, and the date it will be completed.
- (39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) SUBJECT AREA: CAREER DEVELOPMENT	
PERFORMANCE GAP: Students need to be exposed to more career exploration opportunities to assist them with the transition to the world of work following completion of their education	
GOAL: By 2010, all students will have a four-year high school plan that includes goals and strategies for transitioning to life after high school	
Student groups and grade levels to participate in this goal: All students grade 10 through 12	Anticipated annual performance growth for each group: A steady increase in the number of career exploration activities student participate in
Means of evaluating progress toward this goal: Annual review of the four-year plan	Group data to be collected to measure academic gains: Graduation statistics, post-graduation surveys

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Enroll students in the Career Development course	September 2008 - April 2010			
Utilize assessment tools and inventories to assist students in exploring careers and vocations of interest as part of the Career Development course	September 2008 - April 2010			
Integrate career exploration component into course descriptions, when applicable	September 2008 - June 2010			
Arrange for guest speakers to present on careers of interest to students	September 2008 - June 2010			
Develop community partnerships in which students can job shadow	September 2010			
Increase enrollment in ROP and SCROC	September 2010			
Field trips to continuing education institutions, such as Los Angeles Trade-Technical College and Santa Monica College	Spring 2010			
Participate in partnerships designed to support the arts	September 2008 - May 2010			

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

(39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

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		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	14	17	25	1	2	2	4	1	7	0	2	0
Growth API	464	498	461									
Base API	419	464	498									
Target	D	D	D									
Growth	45	34	-37									
Met Target	D											

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	7	11	15	2	5	7	7	9	10	1	0	1
Growth API												
Base API												
Target												
Growth												
Met Target												

Appendix A - School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Number of Annual Testers	859	791	851			
Percent with Prior Year Data	92.4%	99.9%	94.8%			
Number in Cohort	794	790	807	498	471	424
Number Met	414	511	489	170	221	182
Percent Met	52.1%	64.7%	60.6%	34.1%	46.9%	42.9%
NCLB Target	48.7%	50.1%	51.6%	27.2%	28.9%	30.6%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

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		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	--	--	100	--	100	100	--	--	100
Number At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	--	100	--	--	100	100	--	--	--
Number At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46.0%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%)

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		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	50	80	100	--	--	100	--	50	100	--	--	100
Number At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	--	100	--	--	50	100	--	--	--
Number At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37.0%), (2009=47.5%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%)

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 2008-09											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10					*****	***						1
11	1	11	3	33	4	44	1	11				9
12			*****	***								3
Total	1	8	6	46	5	38	1	8				13

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
Report cards/ progress reports are sent out every five weeks during the school year to parents informing them of how their student is doing in school. Blank daily or weekly progress report forms are available in our office and teachers are willing to fill them out for students upon request. Teachers are always available for parent conferences.
California Standards Tests results are analyzed by the principal and teachers to identify trends and changes in the data over the past 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)
Culver Park High School participates in the local accountability system through West Ed, know as Galileo. The District Curriculum Leadership Team determined which essential standards in math and English (language arts), based on the state content standards, to assess through benchmark testing.
An assessment of the data includes teachers identifying critical findings, drawing inferences or conclusions and then comparing results to other sources of evidence.
Formative assessment data helps teachers find out which students are not demonstrating proficiency; thus allowing for re-teaching of skills/concepts to meet the needs of all students.

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."
Culver Park High School teachers are fully credentialed and have a full BCLAD/CLAD certification. Four teachers hold master's degrees and one holds a bachelor's degree.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
The Principal of Culver Park High School 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 administrators 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 text book adoptions of Holt (Reading/Language Arts) and McDougal-Littel (Algebra).
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
All Culver Park High School teachers meet the state's definition of a highly qualified teacher in their core academic subjects. Teachers have access to AB466 training to provide them with professional development aimed at assisting them in their delivery of the state content standards to students.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
One of the goals that is a Culver City Unified School District 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. Workshop topics for the CCUSD 2009-10 Professional Development Days included: Research as a Reality Check, Formative Assessments, Instructional Dialogs, and Gradebook in Aeries. Staff Development at Culver Park High School prior to the start of school included a discussion of using data to drive instruction.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC) Professional Development 2009-10 for CPHS teachers will focus on analyzing data to drive instruction and best practice strategies for teaching ELL students.
8. Teacher collaboration by grade level (EPC)
Since Culver Park High School 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 and had input into the development of the school plan, including a budget. The School Site Council 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 Culver Park High School there is an alignment of curriculum, instruction, and materials to the content and performance standards.
One of the priorities of the Culver City Unified School District is that all sites address the California State Standards and the individual needs of our students. Culver Park High School is an opportunity for students to achieve. We provide them with resources and support.
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
Culver Park High School adheres to the recommended instructional minutes for reading/language arts and mathematics and 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 has 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 Culver Park High School does not have a formal lesson pacing schedule, teachers fulfill all requirements needed to cover the California State Standards. Since Culver Park High School is a continuation school, coursework is individualized and paced according to students 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 their own 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 can be arranged upon request.
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)
Courses at Culver Park High School use SBE-adopted and standards-aligned instructional materials. In mathematics, we supply students with SBE-adopted textbooks for Algebra 1. Depending on ability, a student will take the two semester Algebra 1 class or the 4 semester Algebra A/B course. Numeracy is a math prep class that has been added to our offerings to help students pass the math portion of the CAHSEE.
Intervention materials include providing students with mathematics and English/language arts study guides prepared by the California Department of Education.
CPHS students can 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 Culver Park High School has an individualized program designed to work with 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 fit a student's unique learning style. Students can prove subject matter competency through alternative means, such as testing orally instead of taking a written exam. The set up of our classes provides time for re-teaching when needed.

15. Research-based educational practices to raise student achievement at this school (NCLB)
Teachers at Culver Park High School use research-based educational practices to help raise student achievement. In reading we provide instruction in the five areas promoted by No Child Left Behind. We focus on 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 Culver Park High School 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 Regional Occupation Program classes, classes through the Venice Skills Center, enroll in community college, and take courses on-line.
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 Culver Park High School through consistent home/school communication regarding absences. Our attendance clerk is Bilingual, which is a tremendous asset since she can communicate with our Spanish-speaking parents. All home/school written communication is in both English and Spanish.
CCUSD has contracted with School News to produce at least four newspapers a year to provide Culver City residents with information about what is going on in the schools. CPHS has an article published each time.
CCUSD holds evening and Saturday workshops so parents can learn about homework expectations and the college application process.
The Free/Reduced Lunch Program is available to families of lower socio-economic status; 36% of our students take advantage of this opportunity.
19. Strategies to increase parental involvement (Title I SWP)
Culver Park High School ensures effective involvement of parents in a supportive partnership and to support a partnership to improve student academic achievement, through the following activities: provide grade reports and progress reports to parents, schedule parent conferences as needed at a convenient time for parents, provide parents with access to teachers through email and telephone, and make personal phone calls home when a student is absent.
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)
CPHS Single Plan for Student Achievement is reviewed and updated annually, including proposed expenditures of funds allocated through the consolidated application, by the school site council. The current make-up of the CPHS School Site Council is 1 principal, 5 teachers, 2 parents, and 4 students. The school site council meets monthly 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 our ELL population are being researched as to their effectiveness before the CPHS School Site Council 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 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 type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs under No Child Left Behind (NCLB)	Allocation
[] Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
[] Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
[] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
[X] Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$9267.56
[] Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
[] Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
[] Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
[] Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
[] Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
[] Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
[] Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
[] Other Federal Funds (list and describe)(42)	\$
Total amount of federal categorical funds allocated to this school	\$9267.56

Total amount of state and federal categorical funds allocated to this school	\$9267.56
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

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

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee

Other (*list*)
WASC Self-Study Leadership Team
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan 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 school plan was adopted by the school site council on: 12-9-2009

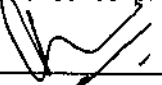
Attested:

Marianne Turner
Typed name of school principal


Signature of school principal

12-9-09
Date

Anitha Matilda
Typed name of SSC chairperson


Signature of SSC chairperson

12-9-09
Date

Appendix E - Home/School Compact

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

Student Pledge:

STUDENT PLEDGE: I will

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

Parents Pledge:

PARENT PLEDGE: I will

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

Staff Pledge:

TEACHER PLEDGE: We will

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

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Marianne Turner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Betty Sparkman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leslie Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Lanier	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anitha Matilda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephanie Bentsvi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Lee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Richard Tellez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ruben Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Brianna VonMertens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marisen Munoz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jessica Romo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	5		2	4

[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.

BOARD REPORT

1/26/2010

14.2h

14.2h Approval is Recommended for the Single Plan for Student Achievement (SPSA) for El Marino Language School

Education Codes 52853 and 52855 require school plans to be annually reviewed, revised and submitted to the Board of Education for approval. El Marino Language School is submitting their Single Plan for Student Achievement.

RECOMMENDED MOTION: That the Board approves the Single Plan for Student Achievement, as submitted, for El Marino Language School.

Moved by:

Seconded by:

Vote:

The Single Plan for Student Achievement

El Marino Elementary School

School Name

19-64444-6012678

CDS Code

Date of this revision: 01/05/2010

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 No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

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

Culver City Unified School District

School District

Superintendent: Dr. Myrna Rivera Cote
Telephone Number: (310) 842-4220
Address: 4034 Irving Place
Culver City, CA 90232
E-mail Address: mymariveracote@ccusd.org

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

II. School Vision and Mission

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

BELIEFS

We believe that:

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

SCHOOL MISSION STATEMENT

The El Marino Language School staff and community are committed to the principle that all students can become bi-lingual and bi-literate 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 737 students; of these 496 participate in the SIP and 241 participate in the JIP.

EM is located in the suburban community of Culver City, California which has a population of 41,464 (2001 estimate) living in just less than five square miles and situated about five miles west of downtown Los Angeles. EM is in an area of middle-class homes, but within the District there are also pockets of low-income, multi-family dwellings and several clusters of upper-class homes.

Culver City ranks seventh of all California cities in total payroll and vendor expenditures in the entertainment industry. The industry's per capita expenditure is \$5,700 per person in Culver City.

EM values and embraces students and families from all races, background and creeds, and does not discriminate based on such differences.

- Relevant information about the school district

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

The District is comprised of five K-5 elementary schools, one middle school (6-8), one high school (9-12), and one continuation high school. The district also has Adult Education and Child Development Programs, as well as numerous other programs designed to meet individual students' needs. The District has approximately 750 full- and part-time certificated and classified staff members.

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

EM students, grades K-5, share their site with State Preschool, Infant and Toddler Center and Culver Park High School (CPHS)/ Independent Study School. The campus shares outdoor play areas with El Marino Park, which is staffed by Culver City Parks and Recreation personnel. Before-and after-school child care programs are housed at El Marino Park and EM.

We are home to many types of families, cultures, and socioeconomic backgrounds. While the majority of EM families are middle class, 11% of our students qualify for Free/Reduced Lunch Program.

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

The ethnic composition of the students includes 20% Hispanic/Latino, 6% African American, 33% Caucasian, 15% Asian, and 26% multiple ethnicities.

While English is the primary language of most of our students, we have 16 home languages, though Spanish and Japanese are the dominant ones. Students of Hispanic heritage generally choose the Spanish Immersion Program (SIP), and students of Japanese heritage and/or primary language choose the Japanese Immersion

Program (JIP), but we have a mix of ethnicities and home languages in both programs. English language learners (ELLs) comprise 19% of our student population; and additional 20% are Fluent English Proficient speakers of other languages. EM is made up of a rich 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, 18% have been identified as gifted. An additional nine students have been recommended for the program this year based on CST scores. They may excel academically in all subjects or be particularly advanced in one. They may also excel in leadership, drama, art, music, dance or other areas. These students, who are grouped in general academic classrooms, may have special and 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 general education classroom and receive services from the resource specialist and/or resource instructional aide either through small group instruction inside the classroom or in the resource room.

El Marino's 32 classroom teachers reflect a recruitment of language acquisition experts from the following countries: Japan, Mexico, Spain, Puerto Rico, Colombia, El Salvador, Argentina, and Chile; all of whom are bilingual/biliterate and most of whom hold bilingual certification. El Marino also benefits from a full-time Physical Education teacher, as well as itinerant Resource, English Language Development, and Speech/Language Specialists. Most teachers have Masters Degrees, and many are currently enrolled in ongoing professional development programs.

- School facilities, including technology, library and media resources

Library

The EM Library has 10,543 titles and 12,566 copies. It also has 1,192 titles of textbooks and 9,982 copies of these textbooks. The library is automated with four PC computers. All of the 32 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
- Instruction on how to use the Dewey Decimal System
- Instruction on using an Encyclopedia
- Instruction on using 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 Macintosh computers, and staffed with a part-time computer lab technician who serves all classes and works 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. 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 software program. Fifth grade students have additional time to create and edit their bimonthly newsletters.

All classrooms have an overhead projector and a CD/tape cassette player. All upper-grade classroom share wall-mounted TV/VCR/DVD units and other classes share multimedia carts. Two classrooms have Promethean Interactive Whiteboards, which allow the teachers to display a host of integrated technologies onto their whiteboards, including Internet resources and PowerPoint presentations. All JIP classrooms are equipped with laptop computers, LCD projectors and document cameras, all purchased through the federal FLAP grant aimed at improving the Japanese Language Program.

In 2007-08, Culver City Unified School District received a grant from Enhancing Education Through Technology (EETT), a state program through Ed-Tech. The grant is funding a district program called "Project TIE (Technology Improving Education)." At a site level, the program includes a teacher acting as site technology mentor who receives training and resources to bring back to El Marino. The focus is beginning with English Language Arts for fifth grade, but there are three services from which the entire site benefits: access to a Lending Library, online video streaming from CaliforniaStreaming, and duplication and closed broadcast rights for the RETAC instructional video collection through the Los Angeles County Office of Education (LACOE).

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

SPRING 2009 DATA - OVERVIEW AND CONCLUSIONS

El Marino Language School historically has scored high in standardized testing, which indicates that the content learned by our students in the target languages of Spanish or Japanese does transfer to English academic achievement. Our API score of 908 is well above the 800 goal set by the State of California and reflects a five-point growth from the 2008 API score.

Upon examining API performance of various groups of students, we have discovered an achievement gap among significant subgroups. While the API of our white students was 944 and our Asian students' API was 914, our Hispanic students' API was 852. In 2009, these API scores reflected a four-point growth for white students, a 17-point decrease for Asian students, and a 21-point increase for Hispanic students. Like last year, we did not receive API scores for our African-American students or our Socioeconomically Disadvantaged (SED) students because their numbers were not high enough for analysis as a subgroup, nor was an API specifically computed for English Learners (ELs) or Students with Disabilities (SWD).

An examination of federal Adequate Yearly Progress (AYP) indicators shows that, schoolwide, 77.3% of our students scored at proficient or above in English Language Arts (ELA). Looking at our subgroups, 88.6% of our white students, 70.4% of our Asian students and 65.4% of our Hispanic students scored at proficient or above in ELA. 84.6 % of our African-American students, 53.7% of our SED students, and 58.3% of our SWD scored at proficient or above in ELA, while 42.3% of our ELs scored at proficient or above in ELA. With a 46% target proficiency goal for ELA, data shows that ELs are the only subgroup that did not meet the federal AYP progress target.

We continue to be more successful in closing the gap in Mathematics than in English Language Arts. Schoolwide our students exceeded the federal math AYP proficiency target of 47.5%, with 83.5% of our students scoring at proficient or advanced in math. Additionally, all subgroups exceeded the target as well, of our significant subgroups, 89.2% of our white students, 91.3% Asian, and 71.7% of our Hispanic students scored at proficient or above in math. Of our statistically insignificant subgroups, 66.7% of our African American students, 65.9% of SED, 69% ELs, and 66.7% of our SWD scored at proficient or above.

In reviewing our Single Plan for Pupil Achievement, we analyzed specific standardized test data and reviewed improvement objectives targeted at improving the overall achievement of our white, Asian, Hispanic, and African-American students, as well as Socioeconomically Disadvantaged students, English Learners and Students with Disabilities. Noting our significant progress with most subgroups, we realize the correlation between our drop in the ELA scores of our Asian subgroup with our dramatic increase in ELs whose home language is Japanese. While the English Learner subgroup does not comprise a statistically significant number of students at this time, the subgroup continues to grow and we expect this population to be considered a significant subgroup in 2011. As a result, this plan will include a targeted goal to address the specific needs of our English Learners.

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 2009. We wrote our objectives based on moving students from far below basic, below basic and basic categories of achievement on the CST to the proficient and advanced categories.

B. Surveys

Throughout the 2006-2007 school year, teachers and parents met to gather qualitative data concerning El Marino's current instructional program. Results from these focus groups and qualitative surveys found that:

- *Teachers and parents recognize the need for continued focus on target language teaching strategies
- *Teachers and parents recognize the need to support professional learning
- *Teachers and parents remain committed to supporting our efforts for ongoing parental involvement
- *Teachers and parents are committed to serving the needs of all subgroups, numerically significant or not.

C. Classroom Observations

Throughout the 2006-2007 school year, classroom observations were conducted to provide qualitative data on our instructional program. Results from these observations found that:

- * Teachers meet regularly to discuss achievement data and student progress.
- * Standards-based instruction occurs in the morning in the target languages of Spanish or Japanese, with supporting instruction conducted in English in the afternoons.
- * CCUSD Standards are posted in all classrooms.
- * The use of paraprofessionals consists mainly of small group instruction that supports the classroom instruction.

D. Student Work and School Documents

Local Measures of Student Performance:

- * CCUSD Benchmark Assessments, provided by Galileo
- * CCUSD timed math assessments
- * Open Court chapter tests
- * Open Court writing assessments
- * CCUSD reading fluency assessments
- * 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.

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.

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

SUBJECT AREA: Mathematics

PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES

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 2.0 and 3.0

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

Action step or task to be accomplished to meet the objective for the School Plan:

1. Establish a consistent schoolwide program, incorporating best practices
2. Implement MIND Institute ST Math program as a Tier I intervention for all students
3. Establish lending library of materials for home use.
4. Purchase appropriate literature and nonfiction books to teach concepts
5. Continued staff development for implementation of new state-adopted math curriculum
6. Revise pacing to provide introduction and practice opportunities for measurement and geometry earlier in the school year – do not wait until the usual time these units are taught*
8. Teachers review English terminology at the end of each chapter*
9. Notify parents in Grades 1-3 if their students have/have not passed benchmarks for math facts.
10. Purchase additional materials, as identified by grade level teams*
11. Grade level planning for "best practices" lessons in specific content clusters
12. Send summer math information and packet.

*= in progress

SUBJECT AREA: Mathematics

PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES

Group: English Learners Performance gap: English Learners who score at Basic or below in Mathematics

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

1. Students not mastering basic number facts
2. Lack of English vocabulary in math
3. Need for additional use of appropriate manipulatives
4. Different learning styles
5. Lack of parental support at home for skills practice

Action step or task to be accomplished to meet the objective for the School Plan.

1. Implement MIND Institute ST Math program as a Tier I intervention for all students
2. Establish a consistent schoolwide program, incorporating best practices
3. Establish lending library of materials for home use.

4. Purchase appropriate literature and nonfiction books to teach concepts
5. Continued staff development for implementation of new state-adopted math curriculum
6. Notify parents in Grades 1-3 if their students have/have not passed benchmarks for math facts.
7. Teachers review English terminology at the end of each chapter*
8. Revise pacing to provide introduction and practice opportunities for measurement and geometry earlier in the school year -- do not wait until the usual time these units are taught*
9. Send summer math facts information and packet
10. Develop both content and language objectives for instruction to develop conceptual understanding, as well as the language to express comprehension

*= in progress

SUBJECT AREA: English Language Arts
PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES

Student groups performing below performance standards:

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

Essential academic standard(s) to be addressed:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material.

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature.

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

1. Lack of reading strategies
2. Lack of academic vocabulary and fluency
3. Lack of regular and consistent reading practice
4. Lack of practice in school with independent reading comprehension tasks [no previous class discussion or scaffolding]
5. Lack of home to school communication and accountability

Action step or task to be accomplished to meet the objective for the School Plan.

1. Teach reading strategies, such as text analysis, main idea, summarizing*
2. Develop an SIP curriculum that is tied to English Language Arts standards
3. Implement instructional strategies for teaching academic vocabulary and fluency; teach 'how to read questions' [explicit vs. implicit]*
4. Modify pacing guides to do more in depth analysis on less content*
5. Purchase appropriate supplementary materials as identified by grade levels
6. Give independent reading comprehension tasks periodically; use teacher-developed comprehension questions*
7. Individual and small group assistance through before or after school reading class, and/or use of instructional aide*
8. School wide Silent Reading
9. Provide professional development for teachers

SUBJECT AREA: English Language Arts

PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES

Student groups performing below performance standards:

Group: English Learners Performance gap: English Language Arts

Essential academic standard(s) to be addressed:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material.

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature.

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

1. Lack of reading strategies
2. Lack of regular and consistent reading practice
3. Lack of practice in school with independent reading comprehension tasks [no previous class discussion or scaffolding]
4. Lack of home to school communication and accountability
5. Lack of English reading at home

Action step or task to be accomplished to meet the objective for the School Plan.

1. Teach reading strategies*
2. Develop an SIP curriculum that is tied to English Language Arts standards
3. Implement instructional strategies for teaching academic vocabulary and fluency; teach 'how to read questions' [explicit vs. implicit]*
4. Individual and small group assistance through before or after school reading class, and/or use of instructional aide*
5. Develop home to school communication regarding grade level expectations and standards.*
6. Provide buddy reading with cross-aged tutors
7. Implement literature circles at appropriate grade levels*
8. Establish lending library of materials for home use*
9. Provide professional development for teachers *
11. Develop both content and language objectives for instruction to develop conceptual understanding as well as the language to express comprehension

SUBJECT AREA: English Language Arts

PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES

Student groups performing below performance standards:

Group: Students performing at basic or below on CST, and/or below benchmark on classroom and district assessments Performance gap: Written & oral conventions

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 Language Development curriculum focus across classrooms and through grades

Action step or task to be accomplished to meet the objective for the School Plan.

1. Develop an SIP curriculum that is tied to English Language Arts standards
2. Collect data on English writing conventions instruction from each classroom
3. Continue to analyze data; determine appropriate time allocations for elements of English literacy instruction by grade level; articulate between grade levels
4. Share ideas to improve spelling instruction
5. Elicit parent support for practice at home
6. Individual and small group assistance during, before or after school, and/or use of instructional aide*
7. Provide professional development for teachers.*
8. Consider ways to compensate for late introduction of English; for example, summer packets between 1st and 2nd grade, and 2nd and 3rd grade

SUBJECT AREA: English Language Development

PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES

Student groups performing below performance standards:

Group: English Learners Performance gap: Students not making adequate yearly progress on the CELDT

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 home support for English literacy

Action step or task to be accomplished to meet the objective for the School Plan:

1. Develop an SIP curriculum that is tied to English Language Arts standards
2. Familiarize staff with CELDT format
3. Continue to analyze data; determine appropriate time allocations for elements of English literacy instruction by grade level; articulate between grade levels;
4. Work with ELD Specialist to target ELD instruction for students in need of support
5. Provide leveled ELD support for students across the grade levels

6. Individual and small group assistance during, before or after school, and/or use of instructional aide*
7. Provide professional development for teachers.*

SUBJECT AREA: SCIENCE

PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES

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

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. New Science curriculum

Action step or task to be accomplished to meet the objective for the School Plan:

1. Continue to foster teacher expertise through UCLA partnership
2. Hands-on experiments (easy, inexpensive and teacher-friendly)
3. Science Room for experiments
4. Purchase additional curricular resources
5. Professional development for teachers at all grade levels*
6. Articulation between 4th and 5th grade
7. Review standards. plan standards-based lessons
8. Devote an entire week during the Science Fair to scientific concepts and activities
9. Schedule field trips aligned to Science standards

SUBJECT AREA: Target Language Development

PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES

Student groups performing below performance standards:

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, Cultures, 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 parental understanding of immersion education and expectations for students
5. Lack of adequate target language materials

Action step or task to be accomplished to meet the objective for the School Plan.

1. Use resources from Title V FLAP to improve Japanese Immersion Program through establishment of a K-12 curriculum, annual target language assessments, provision of professional development, offerings of parent workshops, and purchases of Japanese content materials
2. Use resources from SLI to enable select SIP teachers to engage in professional development provided by FLAP grant and to purchase target language supplemental materials

VI. Planned Improvements in Student Performance

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

<p>SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) School Goal #1: Mathematics</p>	
<p>1. The percentage of 2nd grade students performing at proficient or advanced in mathematics on the California Standards Test will increase from 84% in 2006 to 86% in 2007 and increase by 2% each year thereafter. (Target exceeded [91%]. New target 92% for 2010.)</p> <p>2. The percentage of 3rd grade students performing at proficient or advanced in mathematics on the California Standards Test will increase from 85% in 2006 to 87% in 2007 and increase by 2% each year thereafter. (Target not met [88%]. New target 93% for 2010)</p> <p>3. The percentage of 4th grade students performing at proficient or advanced in mathematics on the California Standards Test will increase from 83% in 2006 to 85% in 2007 and increase by 2% each year thereafter. (Target not met [74%]. New target 91% for 2010.)</p> <p>4. The percentage of 5th grade students performing at proficient or advanced in mathematics on the California Standards Test will increase from 81% in 2006 to 83% in 2007 and increase by 2% each year thereafter. (Target not met [82%]. New target 89% for 2010.)</p> <p>5. 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 by 5% each year thereafter. (Target exceeded [69%]. New target 68% for 2009.)</p>	
<p>Student groups and grade levels to participate in this goal: All students in grades 2-5 English Learners</p>	<p>Anticipated annual performance growth for each group: 2% for each grade level 5% for English Learners</p>
<p>Means of evaluating progress toward this goal: CST Data Analysis</p>	<p>Group data to be collected to measure academic gains: CST</p>

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Notify parents of students' facts passed/not passed.	November/March	Curriculum resources	\$500	SI
Send summer facts info. & packet to reinforce addition, subtraction, multiplication and division facts during break	June	Xeroxing	\$500	
Implement ST Math software program as a Tier 1 intervention for all students in grades 2-5	Sept-June	annual site license	\$3,000	SI
Review concepts in English at the end of each chapter to reinforce transfer of concepts across languages.				
Provide lessons addressing different learning styles to accommodate diverse modalities.				
Purchase appropriate supplemental curriculum resources, including manipulatives, literature books and software to solidify conceptual development.	Sept-June	Curriculum Resources	\$500	SI

Provide individual and small group assistance to targeted students in need of additional support	Nov-May	Extra Assignment for teachers for intervention PLCs and/or afterschool intervention classes	\$4,200	SI
Provide individual and small group assistance under the supervision of a certificated highly qualified teacher	Sept-June	Instructional aide salaries	\$13,202	SI
Provide professional development opportunities to extend math expertise	Sept-June	Sub days	\$1,000	SI
		Conference Attendance	\$100	

- (37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.
- (38) List the date an action will be taken or will begin, and the date it will be completed.
- (39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) School Goal #2: English Language Arts</p>	
<p>1. The percentage of 2nd grade students performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 73% in 2006 to 76% in 2007 and increase by 3% each year thereafter. (Target not met [74%]. New target 85% for 2010.)</p> <p>2. The percentage of 3rd grade students performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 65% in 2006 to 68% in 2007 and increase by 3% each year thereafter. (Target not met [71%]. New target 77% for 2010.)</p> <p>3. The percentage of 4th grade students performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 54% in 2006 to 57% in 2007 and increase by 3% each year thereafter. (Target far exceeded [82%]. Keep target 66% for 2010.)</p> <p>4. The percentage of 5th grade students performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 74% in 2006 to 77% in 2007 and increase by 3% each year thereafter. (Target not met [81%]. New target 86% for 2010.)</p> <p>5. 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 by 10% each year thereafter. [Remember that this is not a statistically significant number of students. Therefore, a few students can comprise a large percentage of students.] (Target not met [42.3%]. New target 57% for 2010.)</p>	
<p>Student groups and grade levels to participate in this goal: Students in grades 2-5 English Learners</p>	<p>Anticipated annual performance growth for each group: 3% 10%</p>
<p>Means of evaluating progress toward this goal: CST Data Analysis</p>	<p>Group data to be collected to measure academic gains: CST</p>

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
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 practice in independent reading comprehension tasks	Sept-June	Release time / Substitutes Conference attendance Curricular resources	\$1,000 \$100 \$600	SI
Provide individual and small group assistance under the supervision of a highly qualified teacher to targeted students in need of additional support.	Sept-June	Instructional aide	\$13,202	SI
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 Afterschool Intervention classes	\$4,200	SI

Encourage home reading to reinforce fluency and accuracy, as well as encourage the love of reading.	Sept-June	Xeroxing	\$500	SI
Provide summer packets to students who need maintenance and support	June			

- (37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal
- (38) List the date an action will be taken or will begin, and the date it will be completed.
- (39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) School Goal #3 English Language Development</p>	
<p>1. (AMAO 1) The percentage of English Language Learners who make adequate CELDT level progression will increase from 49.3% in 2009 to 60.6% in 2010. (New objective)</p>	
<p>2. (AMAO 2) The percentage of English Language Learners who reclassify as Fluent English Proficient students will increase from 48.8% in 2009 to 53.8% in 2010. (New objective)</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 by 10% each year thereafter [Remember that this is not a statistically significant number of students. Therefore, a few students can comprise a large percentage of students.] (Target not met [42.3%]. New target 57% for 2010.)</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 by 5% each year thereafter. (Target exceeded [69%]. New target 68% for 2009.)</p>	
<p>Student groups and grade levels to participate in this goal: English Learners</p>	<p>Anticipated annual performance growth for each group: AMAO 1: 11.3% AMAO 2: 5% AMAO 3 ELA: 10% AMAO 3 Math: 5%</p>
<p>Means of evaluating progress toward this goal: CST data analysis CELDT data analysis</p>	<p>Group data to be collected to measure academic gains: CST CELDT</p>

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Establish consistent schoolwide plan for English Language Development instruction. Provide professional development in content and language objectives for lesson design.	Sept-June	Release time/Subs Staff Training	\$1,000 \$175	SI
Establish Professional Learning Communities aimed at targeting EL progress	Sept-June	Extra Assignment for teachers	\$4,200	SI
Purchase supplemental resources to assist students in advancing ELD levels	March	Curricular resources	\$2,100	ELAP

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal
 (38) List the date an action will be taken or will begin, and the date it will be completed.
 (39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure

such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) School Goal #4: Science</p> <p>1 The percentage of students (5th grade) scoring proficient or advanced on the California State Standards Test will increase from 63% in 2006 to 68% in 2007 with a 5% increase each year thereafter. (Target not met [72%]. New target 82% for 2010.)</p>	
<p>Student groups and grade levels to participate in this goal: 5th Grade Students</p>	<p>Anticipated annual performance growth for each group: 5%</p>
<p>Means of evaluating progress toward this goal: CST data analysis</p>	<p>Group data to be collected to measure academic gains: CST Science</p>

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Purchase and utilize appropriate curriculum resources to develop science units of study.	Sept-June	Curriculum resources	\$500	SI
Strengthen teacher capacity and expertise in Science through professional development.	Sept - June	Staff Training		outside sources - UCLA partnership
Establish target language performance objectives for science units in grades K-5 (JIP FLAP objective)	Sept-June	Extra Assignment Sub days	\$35,000	FLAP

- (37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal
- (38) List the date an action will be taken or will begin, and the date it will be completed.
- (39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) School Goal #5: Spanish and Japanese Language Arts</p> <p>El 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>

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(39) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Purchase and utilize appropriate curriculum resources (SIP) to provide target language instructional materials	March	Instructional Materials	5,187	SI
Purchase and utilize appropriate curriculum resources (JIP) to provide target language instructional materials			\$50K	FLAP
Improve target language vocabulary and conceptual development by integrating technology into learning (SIP)	March	LCD projectors	1,000 (SIP)	SI
Improve target language vocabulary and conceptual development by integrating technology into learning (JIP)		Document Cameras	\$50K (JIP)	FLAP
Provide professional development opportunities to strengthen immersion instruction (SIP)	Sept. - June	Conference Attd.	\$600 (SIP) \$40K (JIP)	SI FLAP
Provide professional development opportunities to strengthen immersion instruction (JIP)		Sub Days	\$1000 (SIP) \$21K (JIP)	SI FLAP
Strengthen JIP immersion program through coordinated efforts K-12 and through parent education efforts	Sept- June	Coordinator	\$60K	FLAP

1. See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.
 2. List the date an action will be taken or will begin, and the date it will be completed.
 3. If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school

receives no allocation may omit proposed expenditures

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		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	456	458	466	165	168	166	37	36	39	124	123	115
Growth API	905	903	908	929	940	944				930	931	914
Base API	904	905	903	935	930	940				942	929	931
Target	A	A	A	A	A	A				A	A	A
Growth	1	-2	5	-6	10	4				-12	2	-17
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	117	112	127	55	55	71	50	52	41	9	18	24
Growth API	853	830	852									
Base API	842	853	831									
Target	A	A	A									
Growth	11	-23	21									
Met Target	Yes	Yes	Yes									

Appendix A - School and Student Performance Data (continued)**Table 2 – Title III Accountability (District Data)**

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Number of Annual Testers	859	791	851			
Percent with Prior Year Data	92.4%	99.9%	94.8%			
Number in Cohort	794	790	807	498	471	424
Number Met	414	511	489	170	221	182
Percent Met	52.1%	64.7%	60.6%	34.1%	46.9%	42.9%
NCLB Target	48.7%	50.1%	51.6%	27.2%	28.9%	30.6%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

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		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	100	99	100
Number At or Above Proficient	341	342	360	140	142	147	25	23	33	101	97	81
Percent At or Above Proficient	74.8	74.7	77.3	84.8	84.5	88.6	67.6	63.9	84.6	81.5	78.9	70.4
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met 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 Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	66	65	83	27	21	30	23	29	22	--	8	14
Percent At or Above Proficient	56.4	56.0	65.4	49.1	38.2	42.3	46.0	55.8	53.7	--	44.4	58.3
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	--	--	Yes	--	--	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46.0%)
 ** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%)

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		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	100	99	100
Number At or Above Proficient	386	390	389	142	150	148	28	30	26	112	117	105
Percent At or Above Proficient	84.6	85.2	83.5	86.1	89.3	89.2	75.7	83.3	66.7	90.3	95.1	91.3
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	92	75	91	42	36	49	37	34	27	--	10	16
Percent At or Above Proficient	78.6	67.0	71.7	76.4	65.5	69.0	74.0	65.4	65.9	--	55.6	66.7
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	--	--	Yes	--	--	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37.0%), (2009=47.5%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%)

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 2008-09											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1	6	25	5	21	11	46	2	8				24
2	2	9	6	26	8	35	6	26	1	4		23
3			4	33	7	58	1	8				12
4			3	21	6	43	4	29	1	7		14
5	*****	***	*****	***								2
6												
7												
8												
9												
10												
11												
12												
Total	9	12	19	25	32	43	13	17	2	3		75

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)
Staff members at EMLS meet weekly in grade level teams or in vertical K-5 program teams to address instructional and programmatic issues. During these meetings, teachers discuss achievement data provided by state and local assessments and assure that student needs are being met. Data discussed include: CELDT, CST, STAR Writing; Open Court Assessments, Math Assessments, and Galileo/ATI Benchmark Assessments.
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
At EMLS, 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 data 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. They are also provided specialized writing and math classes after school, which are funded through resources that support the goals in the Single School Plan (SSP).

Staff and administration rely on data provided by ATI / Galileo, reading fluencies, 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, multiliterate, and multicultural, our administrators, teachers and paraprofessionals serve as role models for the vision of the school, and 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. Principals' 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.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
El Marino Language School has unique needs because of its language immersion program. Research demonstrates that academic concepts and skills taught in the target language do transfer to English (Krashen, Hakuta); therefore, there is a need for high quality instruction in the target language program, as well as in English. Based on an analysis of student performance data and teacher needs, our Single School Plan (SSP) has identified ongoing professional development efforts that support student mastery of target language standards. These target language standards are developed in conjunction with the California Foreign Language Framework (2003), National Foreign Language Standards (1996), and State content standards for each grade level. Understanding the importance of academic success for our students, EMLS 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 EMLS teachers receive professional development in materials implementation.

In our efforts to meet the needs of all students, EMLS 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 CLAD/BCLAD certification, Los Angeles County Office of Education (LACOE) Standards-based Spanish Language Arts workshops, 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, Marcy Cook math workshops, California Science Teachers Association (CSTA) conference, Computer Using Educators (CUE) conference, Rick Morris workshops on classroom management, and Orff-Schulwerk Music and Movement teaching methodology.

6. 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 EMLS staff is actively engaged in all District-led initiatives. Additionally, the Culver City Unified School District has identified as its key instructional focus the development of a 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 schoolwide to applying differentiated instructional strategies in the classroom, from integrating the arts into the core curriculum to using technology to enhance student learning, our teachers receive District training that results in a positive impact on EMLS student achievement. Paraprofessionals receive training on effective instructional strategies through a module-based series of workshops held at the District level.

Teachers meet quarterly 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 Teachers-on-Special-Assignment (TOSAs) meet with EMLS staff and administrators in the areas of curriculum, instruction, technology and assessment. They provide afterschool workshops for CCUSD teachers and serve as support providers for new teachers. Along with these teacher mentors, EMLS grade-level teams take the responsibility to assist teachers new to El Marino Language School and assure that they are given every support to adjust to the rigor and challenges of the instructional program. Two of our teachers also serve on the District Peer Assistance and Review (PAR) Committee, ready to assist any CCUSD veteran teacher who requests assistance. 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 EMLS student achievement. From informal afterschool meetings to programmed grade-level articulations, teachers can be found coming early and staying late to discuss ways to improve their practice, secure needed services, and further the instructional program.

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

Using the above measures, the EMLS 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 members' contributions are used. The classroom teacher and parents agree to carry out recommendations. A date is set to meet again and discuss progress. At a Level 2 SST, the 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. This 3-step process ensures that ongoing follow-up activities are initiated and monitored for students deemed at-risk of not making adequate progress.

Before going through the special education identification process, EMLS students are provided a wide range of both in-class and out-of-class interventions to support their needs. Within the school day teachers employ small group instruction and individualized attention, as well as targeted instructional materials, such as math manipulatives or audio CDs, to support conceptual learning. Outside the school day, students are offered intervention classes in Math, English Language Development, Reading and Language Arts. Other supports such as summer school and homework clubs 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. Students are referred to before and after school intervention classes such as the morning multiplication club and grade level math or reading classes based on needs established by classroom assessment and CST results. Our committed teachers also give their personal time by offering after school study hall to help individual students with homework or for additional support on concepts taught in class. During the day, flexible grouping and small group instruction can be observed in classrooms to help meet the needs of individual students. All of our teachers have been trained in providing differentiated instruction for our gifted students. Strategies such as compacting, challenge menus, and high Bloom's Taxonomy questions 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 PI requirement)
Outside the school day, students are offered intervention classes in Math, English Language Development, Reading and Language Arts and 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.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
El Marino Language School's (EMLS'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, EMLS has a variety of processes, both formal and informal, designed to identify, refer, and supply students with necessary support services. Some of these processes target all children, or groups of children, in an effort to identify any referrals. Health screenings are provided in partnership with District nursing services and community based organizations such as the Lions Club and Rotary Club. Results of these screenings are immediately communicated to the parents by our District nurses, who are able to refer parents to available support services such as Culver City Youth Health Center and Venice Family Clinic, for provide free or low cost services. Parent volunteers from each classroom also conduct monthly lice screenings to ensure a healthy and focused academic and social environment.

Additionally, our school supports and provides balanced nutrition amongst the students. Breakfast and lunches served in the cafeteria offer a healthy entrée along with a salad bar with fruits and vegetables. A photo of a nutritionally balanced tray is displayed alongside the salad bar to promote awareness. The District-wide Wellness Policy is enforced at EMLS, 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 the District Wellness Policy by selling popsicles made only with 100% fruit juice as part of their fundraising efforts every Wednesday after school.

Other programs help to create a socially and emotionally safe environment for all students. By the first week of school, the EMLS 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" (TGFD) help to develop individual assets that promote a positive sense of self and provide the tools to make healthy decisions. These programs reinforce the school's strict anti-bullying policy, which subject students to expulsion for serious acts of harassment. Last year, only one suspension was recorded. Concepts included in TGFV and TGFD 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. Photographs are publicly displayed in the halls of the school cafeteria. 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 his 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 school-wide.

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

EMLS has a process in place to regularly and effectively communicate with the entire school community. Informative monthly newsletters are sent home to notify parents of happenings in and around school. 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 EMLS program benefits by the input of actively involved parents who provide feedback in a multitude of ways. At annual parent/teacher conferences EMLS 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. With over 300 members on the Yahoo Group, feedback, information and calls for volunteering are quickly disseminated.

EMLS 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 EMLS communications support our efforts to effectively inform parents and the school community about the school program and activities that promote the EMLS vision and goals as stated in the Single School Plan (SSP). Standards are distributed at Back-to-School Night, teachers present grade-level expectations at Standards Night, the EMLS Parent/Guardian/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 afterschool 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, EMLS communication also addresses language and cultural differences. Newsletters and school notices are translated into Spanish and, as appropriate, into 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 EMLS 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 EMLS. 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), GATIE

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 making copies 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 EMLS students move through the grades, and as new students enter our school, families are given the support they need to adjust to their new classroom. 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 (5 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 EMLS vision of bilingualism, biliteracy and multicultural appreciation through a balanced educational program that promotes academic, social, physical and psychological growth. Through the School Site Council (SSC), this 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 Single School Plan (SSP) and modify any goals or activities when necessary. All pertinent school decisions are made based on objectives articulated in our SSP.

The English Learners Advisory Committee (ELAC) and Gifted and Talented Education (GATE) Advisory Committees, made up of parents, teachers and district staff, monitor the achievement data and articulate the needs of English Learners and of our students identified as Gifted. These committees 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. EMLS 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 EMLS vision and goals. Weekly 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 EMLS. High expectations for every EMLS student and support for academic achievement and second language proficiency are communicated regularly to all members of the school community. At the beginning of each year, parents receive a wealth of information that includes a welcome letter from the principal, a school calendar, the content standards (printed in student-friendly language) and the El Marino Language School Handbook, which contains information on the school's curriculum and instructional program. These resources, along with annual API reports and School Accountability Report Cards (SARC) provide parents and other members of the EMLS community timely information on our vision, our goals and our progress toward meeting and exceeding our goals. Additionally, EMLS maintains regular communication with all stakeholders regarding our expectations, our objectives, and our supporting instructional activities through monthly EMLS newsletters, parent/teacher conferences and

grade-level letters indicating individual student progress toward meeting interim benchmark goals that support mastery of the State standards by year's end.

Funding

21. 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 SSP objectives and EMLS 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. From after-school writing clubs to the individualized attention of a paraprofessional, students identified by their performance data receive the additional assistance to improve their learning in the classroom.

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$44,604
<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 checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): ELAP - English Language Acquisition Program Empower Our Schools - CCEF	\$52137.22 \$5,310
Total amount of state categorical funds allocated to this school	\$52051.22

Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/>	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input checked="" type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$293,251
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/>	Other Federal Funds (list and describe) ⁽⁴²⁾	\$
Total amount of federal categorical funds allocated to this school		\$293,251

Total amount of state and federal categorical funds allocated to this school	\$345,302.22
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs

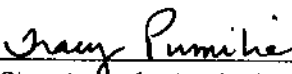
Appendix D - Recommendations and Assurances (El Marino Elementary School)

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory CommitteeOther (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan 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 school plan was adopted by the school site council on: January 5, 2010

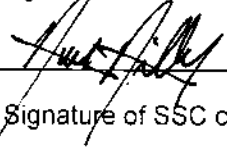
Attested:

Tracy Pumilia
Typed name of school principal


Signature of school principal

1/5/2010
Date

Brent Miller
Typed name of SSC chairperson


Signature of SSC chairperson

1/5/10
Date

Appendix E - Home/School Compact

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

Student Pledge:

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

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

Parents Pledge:

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

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

Staff Pledge:

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

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

Appendix F - School Site Council Membership: El Marino 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
Tracy Pumilia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monica Bell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Johanna Egan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Junko Miyagishima	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruth Ann Katz	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Millie Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ruby Keefe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brent Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sandra Levin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Richie Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	

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

represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents and students. Members must be selected by their peer group.

BOARD REPORT

**1/26/2010
14.2i**

14.2i Approval is Recommended for the Memorandum of Understanding Between Culver City Unified School District and the Los Angeles Child Development Center Regarding Operation of the Culver City Youth Health Center

Culver City Unified School District and the Culver City Youth Health Center request approval of the attached Memorandum of Understanding.

RECOMMENDED MOTION: That Board approves the Memorandum of Understanding Between Culver City Unified School District and the Los Angeles Child Development Center regarding operation of the Culver City Youth Health Center.

Moved by:

Seconded by:

Vote:

**MEMORANDUM OF UNDERSTANDING
BETWEEN CULVER CITY UNIFIED SCHOOL DISTRICT AND
LOS ANGELES CHILD DEVELOPMENT CENTER
REGARDING OPERATION OF
CULVER CITY YOUTH HEALTH CENTER**

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is entered into this 26th day of January, 2010 ("Effective Date") by and between the Culver City Unified School District ("District"), a public school district operating pursuant to California law, and Los Angeles Child Development Center ("LACDC"), a California non-profit organization. For purposes of this MOU, District and LACDC may be referred to collectively as Parties or interchangeably as Party.

RECITALS

- A. The District owns and operates public school facilities known as Culver City High School and located at 4401 Elenda Street, Culver City, California 90230 ("School Site").
- B. The School Site includes medical facilities known as Culver City Youth Health Center ("CCYHC") configured and maintained for the purpose of providing medical care to District students and children up to nineteen (19) years of age living in the City of Culver City. The CCYHC premises consist of two (2) examination rooms, six (6) offices, one (1) doctor's office, a kitchen area with refrigerator, and restroom facilities, all located within the School Site space known as Room #161.
- C. LACDC provides mental health services at the CCYHC to District students enrolled at Culver City Middle School and Culver City High School (the "Services").
- D. District and LACDC desire to enter into a memorandum of understanding setting forth the terms under which LACDC will continue to offer the Services.

NOW, THEREFORE, THE DISTRICT AND LACDC DO HEREBY AGREE AS FOLLOWS:

AGREEMENT

- 1. **Purpose of MOU.** The purpose of this MOU is to set forth the terms under which LACDC shall continue to provide services at the CCYHC.
- 2. **Title to School Site.** The Parties acknowledge that title to the School Site is held by the District.

3. **Use of CCYHC Premises.** LACDC shall use the CCYHC premises to provide general mental health services, including individual and group counseling and psychotherapy, to District students. LACDC's services may also include consultation with parents, teachers, and administrators; training on child development; and supervision of the work of interns.
4. **Confidentiality of Patient and Student Records.** LACDC and District agree that each Party shall maintain the confidentiality of all patient and student records in accordance with the Family Educational Rights and Privacy Act ("FERPA") and the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").
5. **CCYHC Staffing and Background Verification.** LACDC represents that it is duly formed to perform and administer the Services and, at District request, LACDC shall provide copies of relevant license(s), permit(s) and/or certification(s) to District. LACDC shall be solely responsible for obtaining all necessary permits and approvals from any and all applicable State, local or other regulatory agencies related to administration and performance of the Services. This MOU is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. LACDC shall be solely responsible for the administration and performance of the Services, including the hiring of all employees. Employees, agents, and contractors of LACDC shall not be construed as employees of the District.

LACDC hereby agrees that all of LACDC's employees, agents, contractors and subcontractors who enter onto the School Site for any reason shall submit or have submitted their fingerprints, without exception, as prescribed by Education Code Section 45125.1. LACDC shall provide to District written verification of compliance with the aforementioned fingerprinting and criminal background investigation requirements prior to each individual's commencement of employment or participation in any LACDC activity on the School Site.

6. **Custodial Service, Maintenance, and Repairs.** District shall provide custodial services, maintenance and repairs to the CCYHC premises. LACDC shall maintain the CCYHC premises in a safe condition in conformance with all laws, rules, and regulations applicable to the use of the premises by LACDC or District.
7. **Utilities.** District shall be solely responsible for payment of all utilities associated with operation of the CCYHC, which may include water, gas, electricity, telephone and other data and communication lines and service.
8. **Term.** The term of this MOU ("Term") shall be for three (3) years, commencing on the Effective Date, unless sooner terminated pursuant to the terms hereof. At or near the expiration of the Term, the Parties may choose to enter into a new agreement, or renew this MOU, as the Parties mutually agree in writing.

9. **Condition of CCYHC Premises.** District shall not be required to make or construct any alterations including structural changes, additions, or improvements to the CCYHC premises. By entering into this MOU, LACDC accepts the CCYHC premises as being in good and sanitary order, condition, and repair and accepts said premises in the condition existing as of the Effective Date of this MOU.
10. **Improvements or Alterations.** LACDC shall not construct or cause to be constructed on the CCYHC premises any improvements or alterations of any kind without the prior written approval of District.
11. **Termination.** Either Party may terminate this MOU for convenience at any time, provided that the terminating Party provides sixty (60) days written notice to the other Party.
12. **Insurance.**

General Liability Insurance. LACDC shall, during the term of this MOU, maintain in force, a combined, single-limit liability commercial general insurance policy in the amount of not less than one million dollars (\$1,000,000) with District, its employees and agents, at LACDC's expense, named as additional insureds under such policies. Such policy shall provide for a thirty (30) day written notice to District of any cancellation or reduction of coverage. LACDC agrees to provide District a certificate of insurance evidencing this coverage in a form satisfactory to District upon execution of this MOU, upon renewal of each policy, and upon request of District during the term of this MOU.

Professional Malpractice Liability Insurance. LACDC shall, during the term of this MOU, maintain in force, Professional Malpractice Liability insurance for LACDC, its officers, agents, employees and volunteers in the amount not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate limit. LACDC shall provide District with no less than thirty (30) days prior written notice of cancellation or any material change in such Professional Malpractice Liability insurance coverage. If LACDC's Professional Malpractice Liability insurance is provided on a claims-made basis, upon the expiration or termination of this MOU for any reason, LACDC shall continuously maintain such insurance or purchase extended reporting period (i.e. "tail") coverage for the longest extended reporting period then available to ensure that insurance coverage in the amount of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate limit is maintained for claims that arise from services provided by LACDC, its officers, agents, employees and volunteers during the term of this MOU.

Automobile Liability. LACDC shall, during the term of this MOU, maintain in force, a comprehensive auto liability policy with a combined single limit for bodily injury and property damage in the amount of not less than one million dollars (\$1,000,000) naming District, its employees and agents, at LACDC's expense, as additional insureds under such policy. Such policy shall provide for a thirty (30) day written notice to District of any cancellation or reduction of coverage. LACDC agrees to provide District a certificate of insurance evidencing this coverage in a form satisfactory to District upon execution of this MOU, upon renewal of each policy and upon request of District during the term of this MOU.

Workers' Compensation. LACDC shall also maintain in full force and effect throughout the term of this MOU Workers' Compensation insurance in accordance with the laws of California, and employers' liability insurance with a limit of not less than \$1,000,000 per employee and \$1,000,000 per occurrence.

Indemnity Obligation. All insurance required under this MOU shall be broad enough to insure the indemnity obligation set forth in this MOU under Section 14 subject to standard policy provisions and exclusions.

13. **Indemnification.** To the fullest extent permitted by California law, LACDC shall defend, indemnify, and hold harmless District, its agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of this MOU or from any activity, work, or thing done, permitted, or suffered by District in conjunction with the performance of this MOU or LACDC's activities upon the School Site, unless caused wholly by the sole negligence or willful misconduct of the indemnified parties; and in case any action or proceeding be brought against District, LACDC shall defend the same at LACDC's expense.
14. **Notice.** Any notice required or permitted to be given under this MOU shall be deemed to have been given, served and received if given in writing and personally delivered or deposited in the United States mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows: follows:

If to LACDC: LOS ANGELES CHILD DEVELOPMENT CENTER
 2014 Sawtelle Blvd.
 Los Angeles, CA 90025
 Attention: Francine Bartfield, Director of Mental Health Services

If to District: CULVER CITY UNIFIED SCHOOL DISTRICT
4034 Irving Place
Cuver City, CA 90232
Attention: Gwenis Laura, Assistant Superintendent, Educational Services

With a copy to: DANNIS WOLIVER KELLEY
Attn: Jeremy K. Brust
301 E. Ocean Avenue, Suite 1750
Long Beach, CA 90802

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by certified or registered mail shall be effective five (5) days after deposit in the United States mail.

15. **Assignment.** LACDC shall not assign its rights, duties or privileges under this MOU, nor shall LACDC subcontract or attempt to confer any of its rights, duties or privileges under this MOU on any third party, without the written consent of the District. Any such attempt without District written consent shall be void.
16. **Successors and Assigns.** This MOU shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.
17. **Authority to Execute.** Each person executing this MOU represents and warrants to each Party that he or she has the authority to do so.
18. **Amendment.** This MOU may be amended or modified only by a written agreement signed by each of the Parties. No oral amendment or modification of this MOU shall be enforceable.
19. **Entire Agreement of Parties.** This MOU constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations and agreements, whether oral or written.
20. **Counterparts.** This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall be deemed the same instrument.
21. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties have entered into this MOU as of the day set forth above.

CULVER CITY UNIFIED SCHOOL DISTRICT

Gwenis Laura
Assistant Superintendent, Educational Services

LOS ANGELES CHILD DEVELOPMENT CENTER

Francine Bartfield, Director of Mental Health Services

BOARD REPORT

**1/26/2010
14.2j**

14.2j Approval is Recommended for the Memorandum of Understanding Between Culver City Unified School District and the Venice Family Clinic Regarding Operation of the Culver City Youth Health Center

Culver City Unified School District and the Culver City Youth Health Center request approval of the attached Memorandum of Understanding.

RECOMMENDED MOTION: That Board approves the Memorandum of Understanding Between Culver City Unified School District and the Venice Family Clinic Regarding Operation of the Culver City Youth Health Center.

Moved by:

Seconded by:

Vote:

**MEMORANDUM OF UNDERSTANDING
BETWEEN CULVER CITY UNIFIED SCHOOL DISTRICT AND
VENICE FAMILY CLINIC REGARDING OPERATION OF
CULVER CITY YOUTH HEALTH CENTER**

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is entered into this 26th day of January, 2010 ("Effective Date") by and between the Culver City Unified School District ("District"), a public school district operating pursuant to California law, and Venice Family Clinic ("VFC"), a California non-profit organization. For purposes of this MOU, District and VFC may be referred to collectively as Parties or interchangeably as Party.

RECITALS

- A. The District owns and operates public school facilities known as Culver City High School and located at 4401 Elenda Street, Culver City, California 90230 ("School Site").
- B. The School Site includes medical facilities known as Culver City Youth Health Center ("CCYHC") configured and maintained for the purpose of providing medical care to District students and children up to nineteen (19) years of age living in the City of Culver City. The CCYHC premises consist of two (2) examination rooms, six (6) offices, one (1) doctor's office, a kitchen area with refrigerator, and restroom facilities, all located within the School Site space known as Room 161.
- C. VFC operates the CCYHC pursuant to the Culver City Unified School District and Venice Family Clinic Operating Agreement ("Operating Agreement") entered into on November 5, 2002, attached hereto as Exhibit "A."
- D. The term of the Operating Agreement expired on October 1, 2005.
- E. District and VFC desire to enter into a new agreement setting forth the terms under which VFC will continue to operate the CCYHC.

NOW, THEREFORE, THE DISTRICT AND VFC DO HEREBY AGREE AS FOLLOWS:

AGREEMENT

- 1. **Purpose of MOU.** The purpose of this MOU is to set forth the terms under which VFC shall continue to operate the CCYHC.
- 2. **Termination of Operating Agreement.** The Operating Agreement is hereby terminated and of no further force or effect.

3. **Title to School Site.** The Parties acknowledge that title to the School Site is held by the District.
4. **Use of CCYHC Premises.** VFC shall continue to operate the CCYHC for the purpose of providing primary medical care services to District students with economic challenges, including provision of pediatric immunizations; tuberculosis tests and immunization; routine exams for health complaints such as allergies, anemia, asthma; pregnancy prevention; respiratory infections; examinations for sexually transmitted diseases; and other diagnosis and referral for further treatment. Services provided by VFC through the CCYHC may include but are not limited to those listed on the attached Exhibit "A," incorporated by this reference
5. **Confidentiality of Patient and Student Records.** VFC and District agree that each Party shall maintain the confidentiality of all patient and student records in accordance with the Family Educational Rights and Privacy Act ("FERPA") and the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").
6. **CCYHC Staffing and Background Verification.** VFC represents that it is duly formed to administer and operate the CCYHC and, at District request, VFC shall provide copies of relevant license(s), permit(s) and/or certification(s) to District. VFC shall be solely responsible for obtaining all necessary permits and approvals from any and all applicable State, local or other regulatory agencies related to the operation of the CCYHC. This MOU is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. VFC shall be solely responsible for the administration and operation of the CCYHC, including the hiring of all employees. Employees, agents, and contractors of VFC shall not be construed as employees of the District.

VFC hereby agrees that all of VFC's employees, agents, contractors and subcontractors who enter onto the School Site for any reason shall submit or have submitted their fingerprints, without exception, as prescribed by Education Code Section 45125.1. VFC shall provide to District written verification of compliance with the aforementioned fingerprinting and criminal background investigation requirements prior to each individual's commencement of employment or participation in any VFC activity on the School Site.

7. **Custodial Service, Maintenance, and Repairs.** District shall provide custodial services, maintenance and repairs to the CCYHC premises. VFC shall maintain the CCYHC premises in a safe condition in conformance with all laws, rules, and regulations applicable to the use of the premises by VFC or District.
8. **Utilities.** District shall be solely responsible for payment of all utilities associated with operation of the CCYHC, which may include water, gas, electricity, telephone and other data and communication lines and service.

9. **Term.** The term of this MOU ("Term") shall be for three (3) years, commencing on the Effective Date, unless sooner terminated pursuant to the terms hereof. At or near the expiration of the Term, the Parties may choose to enter into a new agreement, or renew this MOU, as the Parties mutually agree in writing.
10. **Condition of CCYHC Premises.** District shall not be required to make or construct any alterations including structural changes, additions, or improvements to the CCYHC premises. By entering into this MOU, VFC accepts the CCYHC premises as being in good and sanitary order, condition, and repair and accepts said premises in the condition existing as of the Effective Date of this MOU.
11. **Improvements or Alterations.** VFC shall not construct or cause to be constructed on the CCYHC premises any improvements or alterations of any kind without the prior written approval of District.
12. **Termination.** Either Party may terminate this MOU for convenience at any time, provided that the terminating Party provides sixty (60) days written notice to the other Party.
13. **Insurance.**

General Liability Insurance. VFC shall, during the term of this MOU, maintain in force, a combined, single-limit liability commercial general insurance policy in the amount of not less than one million dollars (\$1,000,000) with District, its employees and agents, at VFC's expense, named as additional insureds under such policies. Such policy shall provide for a thirty (30) day written notice to District of any cancellation or reduction of coverage. VFC agrees to provide District a certificate of insurance evidencing this coverage in a form satisfactory to District upon execution of this MOU, upon renewal of each policy, and upon request of District during the term of this MOU.

Professional Malpractice Liability Insurance. VFC shall, during the term of this MOU, maintain in force, Professional Malpractice Liability insurance for VFC, its officers, agents, employees and volunteers in an amount not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate limit. VFC shall provide District with no less than thirty (30) days prior written notice of cancellation or any material change in such Professional Malpractice Liability insurance coverage. If VFC's Professional Malpractice Liability insurance is provided on a claims-made basis, upon the expiration or termination of this MOU for any reason, VFC shall continuously maintain such insurance or purchase extended reporting period (i.e. "tail") coverage for the longest extended reporting period then available to ensure that insurance coverage in the amount of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate limit is maintained for claims that arise from services provided by VFC, its officers, agents, employees and volunteers during the term of this MOU.

Automobile Liability. VFC shall, during the term of this MOU, maintain in force, a comprehensive auto liability policy with a combined single limit for bodily injury and property damage in the amount of not less than one million dollars (\$1,000,000) naming District, its employees and agents, at VFC's expense, as additional insureds under such policy. Such policy shall provide for a thirty (30) day written notice to District of any cancellation or reduction of coverage. VFC agrees to provide District a certificate of insurance evidencing this coverage in a form satisfactory to District upon execution of this MOU, upon renewal of each policy and upon request of District during the term of this MOU.

Workers' Compensation. VFC shall also maintain in full force and effect throughout the term of this MOU Workers' Compensation insurance in accordance with the laws of California, and employers' liability insurance with a limit of not less than \$1,000,000 per employee and \$1,000,000 per occurrence.

Indemnity Obligation. All insurance required under this MOU shall be broad enough to insure the indemnity obligation set forth in this MOU under Section 14 subject to standard policy provisions and exclusions.

14. **Indemnification.** To the fullest extent permitted by California law, VFC shall defend, indemnify, and hold harmless District, its agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of this MOU or from any activity, work, or thing done, permitted, or suffered by District in conjunction with the performance of this MOU or VFC's activities upon the School Site, unless caused wholly by the sole negligence or willful misconduct of the indemnified parties; and in case any action or proceeding be brought against District, VFC shall defend the same at VFC's expense.
15. **Notice.** Any notice required or permitted to be given under this MOU shall be deemed to have been given, served and received if given in writing and personally delivered or deposited in the United States mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows: follows:

If to VFC: VENICE FAMILY CLINIC
 604 Rose Avenue
 Venice, CA 90291
 Attention: Elizabeth Benson Forer, Chief Executive Officer

If to District: CULVER CITY UNIFIED SCHOOL DISTRICT
4034 Irving Place
Culver City, CA 90232
Attention: Gwenis Laura, Assistant Superintendent, Educational Services

With a copy to: DANNIS WOLIVER KELLEY
Attn: Jeremy K. Brust
301 E. Ocean Avenue, Suite 1750
Long Beach, CA 90802

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by certified or registered mail shall be effective five (5) days after deposit in the United States mail.

16. **Assignment.** VFC shall not assign its rights, duties or privileges under this MOU, nor shall VFC subcontract or attempt to confer any of its rights, duties or privileges under this MOU on any third party, without the written consent of the District. Any such attempt without District written consent shall be void.
17. **Successors and Assigns.** This MOU shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.
18. **Authority to Execute.** Each person executing this MOU represents and warrants to each Party that he or she has the authority to do so.
19. **Amendment.** This MOU may be amended or modified only by a written agreement signed by each of the Parties. No oral amendment or modification of this MOU shall be enforceable.
20. **Entire Agreement of Parties.** This MOU constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations and agreements, whether oral or written.
21. **Counterparts.** This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall be deemed the same instrument.
22. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties have entered into this MOU as of the day set forth above.

CULVER CITY UNIFIED SCHOOL DISTRICT

Gwenis Laura
Assistant Superintendent, Educational Services

VENICE FAMILY CLINIC

Elizabeth Benson Forer, Chief Executive Officer

Culver City Unified School District (CCUSD) and Venice Family Clinic (VFC) Operating Agreement

This agreement is made and entered into by and between Culver City Unified School District (CCUSD), administrative offices located at 4034 Irving Place Culver City, CA 90232, and Venice Family Clinic (VFC), administrative offices located at 604 Rose Avenue, Venice, CA 90291. The parties hereto agree as follows:

A. Responsibilities of Venice Family Clinic (VFC)

- Operate primary medical care services at Culver City Youth Health Center (CCYHC), offering the services listed in Attachment A, which is incorporated into and made part of this agreement. Any changes in the plan as set out in Attachment A must be jointly approved by CCUSD and VFC in writing.
- Arrange for all personnel to operate the primary medical care services at the CCYHC. The personnel will include one or more individuals in the following position: supervising physician/medical director, physician, registered nurse/administrator/healtheducator, receptionist, medical records clerk, billing clerk, courier, and fundraiser. The work of the personnel will be coordinated and supervised by VFC.
- VFC shall handle all appropriate billing and reimbursement for clinical services being conducted under the auspices of VFC . All reimbursement for medical services provided at CCYHC will be retained by VFC but used solely in support of services at CCYHC.
- VFC agrees to maintain or require those performing services through the CCYHC to maintain general and professional liability insurance applicable to all health care services offered at the clinic.
- VFC agrees that those performing services through the CCYHC will undergo fingerprinting and criminal background review performed by CCUSD at its own expense.
- VFC agrees to name CCUSD as an additional insured on the liability insurance.
- VFC shall provide evidence of workers' compensation insurance to CCUSD.
- VFC will report to the CCUSD twice a year with data on the number of students served in the CCYHC, and the amount of reimbursement VFC has received for services provided.

EXHIBIT A

B. Responsibilities of Culver City Unified School District (CCUSD)

- Support the continuation of services at CCYHC with VFC as the clinical provider.
- Provide space in the CCYHC for clinical use.
- Provide at its own expense heating, air conditioning, water, telephone and custodial services for operating CCYHC.
- Maintain the state clinic license until it is transferred to VFC.
- Provide triage services through school nurses, referrals within the District, and limited follow-up by CCUSD staff.

C. Shared Governance

- VFC and CCUSD will develop and implement policies regarding medical services at CCYHC. This will include policy regarding confidentiality, scope of treatment available at the health center, sharing of medical records across CCYHC programs, parental consent (except those policies governed by existing state or local statute).
- At the end of each fiscal year and six months into the fiscal year, VFC and CCUSD will meet to review data on the number of patients served and the amount of reimbursement for clinical services. At these meetings, both parties will ascertain the financial needs of the clinic and funding necessary to continue services at the current level.

D. Indemnification

VFC agrees to hold CCUSD harmless against and from any and all losses, actions, damages, costs, and expense, including legal fees, or other obligations or claims, arising out of any liability or claim of liability for personal injury, bodily injury to persons, contractual liability or damage to property or any other loss, sustained or claimed to have been sustained in connection with the negligence of VFC.

VFC agrees to waive all rights of subrogation against CCUSD except as to any occasion in which some degree of contributory negligence on the part of CCUSD or any of its officers, agents, employees or volunteers shall be established. The provisions of the Article do not apply to any damage or losses caused solely by the negligence of the District or any of its officers, agents, employees, and volunteers.

CCUSD agrees to hold VFC harmless against and from any and all losses, actions, damages, costs, and expense, including legal fees, or other obligations or claims, arising out of any liability or claim of liability for personal injury, bodily injury to persons, contractual liability or damage to property or any other loss, sustained or claimed to have been sustained in connection with the negligence of CCUSD.

EXHIBIT A

CCUSD agrees to waive all rights of subrogation against VFC except as to any occasion in which some degree of contributory negligence on the part of VFC or any of its officers, agents, employees or volunteers shall be established. The provisions of the Article do not apply to any damage or losses caused solely by the negligence of the District or any of its officers, agents, employees, and volunteers.

E. Terms of this agreement

This agreement shall be effective as of the date it has been executed on behalf of both parties, and shall continue in effect until October 1, 2005 unless it has been terminated pursuant to the provisions of Paragraph F below.

F. Termination

In the event that either party decides to terminate this Agreement, written notice of termination shall be provided to the other party 60 days prior to termination of the Agreement.

G. Authorization

The persons executing this Agreement on behalf of Culver City Unified School District and the Venice Family Clinic by affixing their signature hereto, warrant that they are duly authorized to execute this Agreement on behalf of the entity for which they sign.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement in duplicate this November 5, 2002

For Venice Family Clinic

For Culver City Unified School District

By: [Signature]

By: Thomas R. Dase

Title: Chief Executive Officer

Title: Assistant Superintendent

Address: 604 Rose Ave.,
Venice, CA 900291

Address: 4034 Irving Place
Culver City, CA 90232

Board Action: November 5, 2002

Account: _____

ATTACHMENT A: Services to be provided at CCYHC by VFC

General primary health care including:

- Routine physical examinations
- Gynecological exams
- Vision and hearing tests
- First aid for minor injuries
- Diagnosis and treatment of acute illness
- Diagnosis and treatment of chronic illness
- Diagnosis and treatment of sexually transmitted infections
- Patient sexuality education and counseling
- Pregnancy testing and patient counseling
- Prenatal care
- HIV testing and patient education
- Immunizations and tuberculosis tests
- Laboratory tests
- Patient health education
- Patient nutrition education
- Prescriptions of medications for treatment
- Dispensing of medications for treatment
- Prescriptions of contraceptive methods
- Dispensing of contraceptive methods
- Referrals for all services not offered at CCYHC
- Referrals for all illnesses not suitable for diagnosis and treatment at CCYHC
- Referrals for all injuries not suitable for diagnosis and treatment at CCYHC

1/26/10
14.4a

BOARD REPORT

14.4a Second Reading and Approval of New Administrative Regulation 4117.11, Pre-retirement Part-Time Employment

It is recommended practice that the Board of Education review Board Policies/Administrative Regulations that are significant to the operation of the District on a regular basis. District Administration recommends approval and adoption of Administrative Regulation 4117.11, Pre-retirement Part-Time Employment to reflect mandated regulation and new law.

RECOMMENDED MOTION: That the Board of Education approve and adopt the New Administrative Regulation 4117.11, Pre-retirement Part-Time Employment as presented.

Moved by:

Seconded by:

Vote:

**Pre-retirement Part-Time Employment
Personnel**

AR 4117.11/4317.11 (New)

On a case-by-case basis, the Superintendent or designee may allow a certificated employee to reduce his/her workload from full time to part time when doing so does not disrupt the educational program and is in the best interests of the district.

A certificated employee who is a member of the defined benefit program of the California State Teachers' Retirement System (STRS) and who reduces his/her workload to part time may maintain the retirement and health and welfare benefits that he/she would have received if employed on a full-time basis under the following conditions: (Education Code 22713, 44922)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

1. The option to reduce the employee's workload shall be exercised at the request of the employee and can be revoked only with the mutual consent of the Superintendent or designee and the employee. The agreement to reduce the workload shall be in effect at the beginning of the school year.
2. Prior to the reduction in workload, the employee shall have performed creditable service on a full-time basis for a minimum of 10 years, of which the immediately preceding five years were full-time employment.
3. The employee shall not have had a break in service during the five years immediately preceding the reduction in workload. Sabbaticals, other approved leaves of absence, and unpaid absences for personal reasons from full-time employment shall not constitute a break in service. However, the period of time during which a member is retired shall constitute a break in service and an employee who reinstates from retirement shall be required to be employed in creditable service on a full-time basis for at least five school years preceding the workload reduction.

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

4. The employee shall have reached the age of 55 years prior to the workload reduction.
5. The employee shall not hold a position with a salary above that of a school principal.
6. The period of the reduced workload shall not exceed 10 years.
7. The reduced workload shall be equal to at least one-half of the full-time equivalent required by the employee's contract of employment in accordance with Education Code 22138.5 during his/her final year of full-time employment.
8. The employee shall be paid compensation that is the pro rata share of the compensation the employee would have earned had he/she not opted to reduce his/her workload.

Prior to the reduction of an employee's workload, the Superintendent or designee shall verify the employee's eligibility in conjunction with the administrative staff of STRS and/or the Public Employees' Retirement System. (Education Code 22713)

The Superintendent or designee shall maintain the necessary records to separately identify each employee who participates in the reduced workload program. (Education Code 22713)

Legal Reference:

EDUCATION CODE

22119.5 Creditable service, definition

22138.5 Full-time, definition

22713 Part-time employment; reduction of workload from full-time; credit

44922 Regulations; reduction to part-time employment

GOVERNMENT CODE

21110-21120 Reduced workload, partial service retirement under PERS

53201 Health and welfare benefits: election by officers and employees

BOARD REPORT

15.1 Discussion on Rotation of Board Meeting Locations

At the request of the Board, this item is hereby placed on the agenda to discuss other locations to hold the Board meetings of the Culver City Unified School District.

BOARD REPORT

15.2 CSBA Conference Attendance Reports

Board Members will report on their attendance at CSBA's Annual Education Conference that took place on Dec. 3-5, 2009 in San Diego, CA.