

## BOARD MEETING NOTICE AND AGENDA

### CULVER CITY UNIFIED SCHOOL DISTRICT Regular Meeting of the Board of Education to "Conduct the District's Business in Public" CLOSED SESSION – 5:30 p.m. OPEN SESSION – 7:00 p.m.

Linwood E. Howe Elementary (Cafetorium)  
4100 Irving Place, Culver City, CA 90232

March 9, 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 Public Employee Performance Evaluation (Pursuant to GC §54957)  
a) Superintendent

3.2 Conference with Labor Negotiator (Pursuant to GC §54957.6)  
Agency Designated Representatives: Patricia Jaffe, Assistant Superintendent, Human Resources; Ali Delawalla, Interim 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)  
(23 Employees)
- 3.4 Public Appointment/Employment (Pursuant to GC §54947)  
Certificated Personnel Services Report No. 15  
Classified Personnel Services Report No. 15

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 –  
February 23, 2010
- 9.2 Approval is Recommended for Purchase Orders and Warrants
- 9.3 Approval is Recommended for Acceptance of Gifts - Donations
- 9.4 Approval is Recommended for the Certificated Personnel Reports No. 15
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 15
- 9.6 Approval is Recommended for the Single Plan for Student Achievement  
SPSA) for Linwood E. Howe Elementary School

- 9.7 Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Culver City High School
- 9.8 Approval is Recommended for Disposal of Surplus Equipment

**10. AWARDS, RECOGNITIONS AND PRESENTATIONS**

- 10.1 American Citizenship Awards
- 10.2 Arts Education Month Proclamation
- 10.3 Front and Center/CCUSD Theatre Collaborative Presentation
- 10.4 AVPA Recognition/Theatre Arts

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

**12. INFORMATION ITEMS**

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

- 12.1 Second Interim Report for 2009-2010

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

**14.1 Superintendent's Items**

14.1a Approval is Recommended for Resolution #28/2009-2010 Approval and Authorization of Signatures for the Department of Social Services Community Care Licensing on Behalf of Culver City Unified School District

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

14.1b Second Reading and Adoption of Board Bylaw 9250, Remuneration, Reimbursement, and Other Benefits

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

**14.2 Education Services Items - None**

**14.3 Business Items**

14.3a Approval is Recommended for the 2010-2011 Expenditure Reductions

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

14.3b Approval is Recommended for the Certification of the Second Interim Report for 2009-2010

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

14.3c Approval is Recommended for the Estoppel Agreement for Leased District Property

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

14.3d Approval is Recommended for Audit Services Contract

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

**14.4 Personnel Items**

14.4a Approval is Recommended for Resolution #30-2009/2010 (HR), Regarding Layoff of Classified Personnel

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

14.4b Approval is Recommended for Resolution #31-2009/2010 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by an Adult School Certificated Employee

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

14.4c Approval is Recommended for Resolution #32-2009/2010 (HR),  
Regarding the Reduction or Discontinuance of Particular Kinds of Service  
Now Being Performed by Certificated Employees

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

15. **BOARD BUSINESS - None**

16. **ADJOURNMENT**

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

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

#### **FUTURE MEETINGS**

March 23 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place  
April 13 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

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

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

<b>Meeting:</b>	<b><u>Regular Meeting</u></b>	<b>Date:</b>	<b><u>February 23, 2010</u></b>
<b>Place:</b>	<b><u>Linwood Howe Elementary</u></b> <b><u>(Cafetorium)</u></b> <b><u>4100 Irving Place</u></b> <b><u>Culver City 90232</u></b>	<b>Time:</b>	<b><u>6:00 p.m. – Public Meeting</u></b> <b><u>6:01 p.m. – Closed Session</u></b> <b><u>7:00 p.m. – Public Meeting</u></b>

**Board Members Present**

**Steven Gourley, President**  
**Scott Zeidman, Esq., Vice President**  
**Karlo Silbiger, Clerk**  
**Katherine Paspalis, Esq., Member**  
**Patricia G. 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 President Mr. Gourley 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 7:10 p.m. with all Board members in attendance. Neil Rubenstein led the Pledge of Allegiance.

**Report from Closed Session**

Mr. Gourley reported that the Governing Board met in Closed Session regarding issues listed on today's Closed Session agenda and announced that the Board voted unanimously to release one elementary teacher from employment, effective as of the end of the 2009-2010 school year.

Mr. Gourley reported that the Board voted unanimously to release one secondary teacher from employment, effective as of the end of the 2009-2010 school year.

Mr. Gourley reported that the Board voted unanimously to release one elementary teacher from employment, effective as of the end of the 2009-2010 school year.

**7. Public Hearing**

**7.1 Culver City Unified School District and Tri-City SELPA Annual Service Plans and Budget Plans**

Mr. Gourley opened the Public Hearing at 7:15 p.m. and announced what the public hearing was regarding. Rose Ecker, Director of Pupil Services, provided additional information on the plans and responded to questions from Board members. It was moved by Mr. Zeidman and seconded by Ms. Paspalis to adjourn the public hearing. The motion was unanimously approved. The public hearing was closed at 7:20 p.m.

**8. Adoption of Agenda**

It was moved by Mr. Zeidman to amend the agenda by moving item 11.4 to follow the Consent Items, and to move item 14.3a to follow 11.4. Ms. Siever seconded the motion. The motion was unanimously approved to adopt the agenda of February 23, 2010 as amended.

**9. Consent Agenda**

Mr. Gourley called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. Mr. Silbiger requested that items 9.1 and 9.4 be withdrawn. Ms. Siever requested that items 9.2, 9.5, and 9.6 be withdrawn. It was moved by Mr. Zeidman and seconded by Ms. Siever to approve Consent Agenda Items 9.3 and 9.7 - 9.11 as presented. The motion was unanimously approved.

9.3 Acceptance of Gifts - Donations

9.7 Single Plan for Student Achievement (SPSA) for Culver City Middle School

9.8 Single Plan for Student Achievement (SPSA) for Farragut Elementary School

9.9 Culver City High School Students and Teacher to Attend a Field Trip to Sacramento, California,

March 9-11, 2010

9.10 El Marino Teachers to Visit Out of State Schools in Eugene and Portland, Oregon March 30-April 2, 2010

9.11 Enrollment Report

**9.1 Approval is Recommended for the Minutes of Regular Meeting - February 9, 2010**

Mr. Silbiger withdrew this item to add in item 14.4a that Mr. El Fattal clarified that furlough days would not have an impact on PERS and STRS. Mr. El Fattal clarified that he said the furlough days would not have an impact on the number of service years. Mr. Silbiger also requested to add in item 11.5 that he asked and received support to recognize the cast, crew, and teachers associated with AVPA's Nicholas Nickelby at a future Board meeting. Ms. Siever requested that this item be withdrawn to correct the statement that Dr. Henderson was a member of the Cultural Affairs Commission instead of is. She requested a change to her statement on page 64 where it states that she spoke about reforming CBAC, and she would like the word changed to revisit. Ms. Siever also would like the name corrected on page 65 under her comments from Mr. Johnson to Mr. Eisenberg. Ms. Paspalis would like added in her comments that she commented on maintaining health benefits for those that did not have it. It was moved by Ms. Paspalis and seconded by Mr. Zeidman to approve the Minutes of Regular Meeting - February 9, 2010 as amended. The motion was unanimously approved.

**9.2 Approval is Recommended for Purchase Orders**

Ms. Siever withdrew this item to ask additional questions about restricted and unrestricted funds, and felt that when funds are transferred the Board would like to know where the funds are coming from. Ms. Paspalis inquired about the funding for the Actors Gang. Ms. Laura mentioned that a grant from the Education Foundation was for the Actors Gang. Mr. El Fattal provided explanation on how funds are transferred.

**9.4 Approval is Recommended for the Certificated Personnel Reports No. 14**

Mr. Mielke commented that the Union's issue is with the process of hiring and not the person hired. He inquired as to what the correct protocol is for hiring personnel. Dr. Coté explained that the person hired for the position he was inquiring about was making a lateral move. She also explained that her contract allows her to hire personnel without going through the process of recruiting for the position.

**9.5 Approval is Recommended for the Classified Personnel Reports No. 14**

Ms. Siever stated that there are no dollar amounts stated for the positions, and felt the Board needs to know the dollar amount per category. Dr. Coté stated that she would be happy to follow-up and make those changes.

It was moved by Mr. Zeidman and seconded by Ms. Paspalis that the Board approve items 9.2, 9.5, and 9.6 as presented. The motion was unanimously approved.

**11. Public Recognition**

**11.1 Student Representatives' Reports**

**Middle School Student Representative**

Evan Wilson, Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including the upcoming 5th grade orientation; testing; the upcoming Book Fair; the Pennies for Patients fundraiser; and the middle school's upcoming singing competition.

**Culver Park Student Representative**

Jessica Romo, Culver Park High School Student Representative, was not present.

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

Noya Kansky, Student Board Member, reported on activities at Culver City High School, including the first Annual Talent Show; the Pennies for Patients and Dollar Dance for Donations fundraisers; the March 22nd UCLA Blood Drive; the school's WASC visit; the Panda Express fundraiser; and the upcoming Open House.

**14. Action Items****14.3 Business Items****14.3a Approval is Recommended for the 2010-2011 Expenditure Reductions**

Mr. Gourley surveyed the audience to find out how many people were there for each line item. Mr. Gourley expressed that he had no interest in making any cuts at this meeting. Ms. Siever agreed. Mr. Gourley suggested that audience members go back and think of other ways to save the district money. Mr. Zeidman commented that he and people in the district campaigned for Measure EE informing the community that the parcel tax would save jobs such as instructional aides, and programs. Therefore, he did not feel comfortable going back and having to cut the same positions or programs that he campaigned to keep. Ms. Siever stated that she supported her colleagues and that everyone needed to work together. Mr. Silbiger thanked everyone for coming to the meeting, and thanked Mr. Gourley for his suggestion and postponing the cuts. Mr. Gourley called on audience members that still wished to speak and their comments were as follows:

- Heather Goller and Stephanie Lopez inquired as to how the athletic director would be handling the coaching stipends.
- Marv Brown asked the Board to reconsider the possible cuts to the Adult School.
- Laura O'Neal spoke about cutting academics for adults with developmental disabilities, and spoke about people that have gone through the Functional Educational Program.
- David Mielke stated he was a little confused about the budget cutting process and inquired as to what was going to happen next. Mr. Zeidman stated he would like to see a wide range of opportunities to cut. Mr. Silbiger and Mr. Gourley agreed with Mr. Zeidman. Ms. Siever stated she would like to hear from the people that came to the meeting to speak regarding the plan for the athletic department, and thought that giving a check to the athletic director and letting him disburse the stipends was probably not in compliance with the contract.
- Jackie Lee provided information on the March 4th Stand up for Schools demonstration.
- Autumn Johnson inquired as to whether payments of the athletic stipends would be at the discretion of the athletic director. Mrs. Jaffe responded no.
- Mr. Chabola provided information on the meetings that were held regarding the coaching stipends and explained how the stipends are allocated.
- Heather Hudson commented on a survey that was done with the high school students to get their opinions on what items should be cut.
- Becky Stephan asked if the next budget cut list would be available sooner.

It was moved by Mr. Zeidman and seconded by Ms. Siever to disapprove items 2a, 2b, 3, 4, 6, 7, 8, 9, 10, and 15 on the Expenditure Reductions list. Mr. Gourley commented he did not want to see these items in two weeks.

Jackie Lee commented on the potential cut of the Clerk Typist III position and explained that approving that cut would cause difficulties at the high school.

Ms. Paspalis commented that she did not want to have 2c on the list.

Mr. Zeidman moved to item #12 and stated that if Board Bylaw 9250 was approved, there would only be one Board member taking health benefits and suggested voting no on this item. Mr. Silbiger agreed. Mr. Zeidman moved to vote no on item #12. Mr. Silbiger seconded the motion. The motion was unanimously approved. Dr. Coté stated that the Board Bylaw 9250, to be reviewed as Information Item 12.2, would be brought back for approval. Board members had no revisions to the Board Bylaw.

Mr. Gourley inquired about the classes at the Adult School. Dr. Coté informed the Board that the Adult School is thriving, but sixty-five percent of those in attendance are not residents of Culver City. She introduced Kevin Kronfeld, Principal at the Adult School, who provided additional information on the classes currently being offered.



Mr. Silbiger asked to hold off on items 1d - 1f for two weeks. He stated he was okay with approving items 1a - 1c and 1g - 1i and 2c. It was moved by Mr. Silbiger and seconded by Mr. Zeidman to approve items 1a - 1c; 1g - 1i; and 2c on the Proposed Budget Cut list. The motion was approved with a vote of 4 - Ayes and 1 - Nay by Ms. Paspalis.

It was moved by Mr. Zeidman and seconded by Mr. Silbiger for items 1d - 1f; 1j - 1p to return in two weeks. The motion was approved with a vote of 4 - Ayes and 1 - Nay by Ms. Paspalis.

It was moved by Mr. Zeidman and seconded by Ms. Paspalis to approve item #5 on the Proposed Budget Cuts list. The motion was unanimously approved.

It was moved by Mr. Zeidman and seconded by Ms. Paspalis to approve item #11 on the Proposed Budget Cuts list. Mr. Dylan Farris, Assistant Principal at Culver City High School, discussed how items #7 and #11 should be taken into consideration separately. He also stated the positions that will be needed and how the Registrar position is tied in. Further discussion ensued. Mr. Zeidman modified his motion to approve item #11, #18, and have one of the Guidance Technician positions to be brought back in two weeks. The amended motion was seconded by Ms. Siever. Debbie Hamme commented on the Guidance Technician positions and felt that they should stay the same. Mr. Zeidman withdrew his previous motion and moved to bring item #7, #11, and #18 back in two weeks. The new motion was seconded by Ms. Paspalis. The motion was unanimously approved.

It was moved by Mr. Zeidman and seconded by Ms. Siever that the Board approve #13 on the Proposed Budget Cuts list. The motion was unanimously approved.

Mr. Silbiger stated he did not want to get rid of the website, but rather wanted to investigate other options to save money. He would like to hold this item over for two weeks. Mr. Zeidman commented he thought the last Board made a horrible decision contracting with the current website company, but that the District needs a viable website at this point. Mr. Zeidman seconded that he would also like to put this item off and not approve it. The motion was unanimous to disapprove item #14 on the Proposed Budgets Cut list.

It was moved by Mr. Zeidman and seconded by Mr. Silbiger to approve item #16. The motion was unanimously approved.

It was moved by Mr. Zeidman and seconded by Ms. Siever to approve item #19. The motion was unanimously approved.

It was moved by Ms. Siever and seconded by Mr. Zeidman to approve item #20. The motion was unanimously approved.

It was moved by Mr. Zeidman and seconded by Ms. Paspalis to approve item #21 and #22. The motion was unanimously approved.

#### **14.3b Approval is Recommended for the Estoppel Agreement for Leased District Property**

It was moved by Mr. Gourley and seconded by Mr. Zeidman to postpone this item for two weeks. The motion was unanimously approved.

## **12. Information Items**

### **12.1 Actuarial Study of Retiree Health Liability**

Mr. Geoffrey Kischuk of Total Compensation Systems, Inc. presented information on the Actuarial Study of Retiree Health Liabilities for Culver City Unified School District and responded to questions from Board members.

**10. Awards, Recognitions and Presentations - None****11. Public Recognition****11.1 Superintendent's Report**

Dr. Coté reported on her presentation, along with Leslie Adler of the Education Foundation, to Patty Eskirdge of Farragut Elementary with the Sony Teacher of the Year certificate and a beautiful bouquet of flowers. She stated that the Superintendent's Award recipient and the Classified Employee Award recipient will be notified later on in the week. She also reported on her participation in the WASC accreditation that took place at Culver City High School. She congratulated Principal Pam Magee, the Self-Study Coordinator Lisa Michel, and the staff and students for doing a great job with the review.

**11.2 Assistant Superintendents' Reports**

There were no reports.

**11.3 Members of the Audience**

Members of the audience spoke about:

- Robert Zirgulis spoke about the March 4th rally and said he would donate his old yard signs. He commented on the possibility of the District selling assets to cover the deficit, and he wanted to confirm that the e-mailing list from the Measure EE campaign was not going to be given to anyone. Mr. Zeidman confirmed that it would not be given to anyone.
- George Laase commented on the enrollment growth of the district, and stated that the District's funds have been cut by fifteen percent while the charter schools have only been cut by twelve percent.
- Alan Elmont commented that the process for budget cuts was brought forth piecemeal, and it seems as if the cuts were being done behind a curtain. He would love to have workshop where the public can come and hear the Board goals. He would also like to see the budget process opened up.
- Becky Stephan spoke about her experience in the WASC review.

**11.5 Members of the Board**

Board Members spoke about:

- Mr. Silbiger thanked Mr. El Fattal for all of his hard work and wished him the best. He asked how home-bound seniors would file their parcel tax exemptions. Mr. Silbiger followed up on when the Board would have a presentation for the AVPA cast of Nicholas Nickelby. He inquired as to why Open Houses events were being held on the same night. Ms. Laura stated that the Open Houses will be reviewed. He asked if the City Council/CCUSD Liaison Committee were still meeting; and he stated he was told that if the school Board moves their meetings to the City the District would only be charged for the filming of the meetings. He was also in agreement for a workshop regarding the budget.
- Ms. Siever commented that the Superintendent did previously say that she would follow-up at a later date on the issue of moving the Board meetings. She felt that the student representatives need nameplates. Ms. Siever commended the Superintendent and staff for their hard work, and she was in agreement to have a workshop regarding the budget where the community could attend.
- Ms. Paspalis thanked Mr. El Fattal for his hard work. She inquired if the planned Arts Recognition included writing. Dr. Coté stated that she was collecting the information. Ms. Paspalis stated that she was ready to move on the Adult School items listed on the Proposed Budget Cuts list because ultimately she was elected protect K-12 students, and the classes would be shifted to fee-based. She stated it is time to focus in on the K-12 education.
- Mr. Gourley pointed out that Dr. Henderson was the only one to ever speak during the topic of retiree benefits. He spoke about the sibling Enrollment policy; and he commented about his visit to the natatorium with Debbie Hamme. He encouraged people to go and take a look at it. He asked if there had been any response from the City regarding the cleaning of the public restrooms at the parks.

**13. Recess**

Mr. Zeidman requested to bypass recess. Board members agreed.

**14. Action Items****14.1 Superintendent's Items****14.1a Approval is Recommended for the Employment Agreement for the Position of Interim Assistant Superintendent of Business Services**

David Mielke voiced the concerns off the teachers. It was moved by Mr. Zeidman and seconded by Ms. Siever that the Board approve the Employment Agreement for the Position of Interim Assistant Superintendent of Business Services as presented. The motion was unanimously approved.

**14.1b Approval is Recommended to Submit a Letter of Support to the City of Culver City in Opposition to the Placement of the Proposed T Mobile Cell Tower Installation**

It was moved by Mr. Silbiger and seconded by Mr. Zeidman that the Board approve the Letter of Support to the City of Culver City in Opposition to the Placement of the Proposed T Mobile Cell Tower Installation with two minor corrections. The motion was approved with a vote of 4 - Ayes; 0 - Nays; and 1 absent. Ms. Paspalis had stepped away briefly and was unable to vote.

**14.2 Education Services Items****14.2a Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #18-10**

It was moved by Mr. Zeidman and seconded by Ms. Siever to approve the Stipulated Expulsion of Pupil Services Case #18-10 with the amendment that the hours be changed from forty to fifty hours. The motion was approved with a vote of 4 - Ayes; 0 - Nays; and 1 absent. Ms. Paspalis had stepped away briefly and was unable to vote.

**14.2b Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #19-10**

It was moved by Ms. Siever and seconded by Mr. Zeidman that the Board approve the Stipulated Expulsion of Pupil Services Case #19-10 with the amendment that the hours be changed from forty to fifty hours. The motion was approved with a vote of 4 - Ayes; 0 - Nays; and 1 absent. Ms. Paspalis had stepped away briefly and was unable to vote.

**14.2c Approval is Recommended for Stipulated Expulsion of Pupil Services Case #20-10**

It was moved by Mr. Zeidman and Ms. Siever that the Board approve the Stipulated Expulsion of Pupil Services Case #20-10 with the amendment that ten additional hours be added. The motion was approved with a vote of 4 - Ayes; 0 - Nays; and 1 absent. Ms. Paspalis had stepped away briefly and was unable to vote.

**14.2d Approval is Recommended for Culver City Unified School District and Tri-City SELPA Annual Service Plans and Budget Plans**

It was moved by Mr. Zeidman and seconded by Mr. Silbiger that the Board approve the Culver City Unified School District and Tri-City SELPA Annual Service Plans and Budget Plans. The motion was unanimously approved. Ms. Paspalis had rejoined the meeting.

**14.3 Business Items****14.3c Approval is Recommended for the Award of Bid #188.09 - Roof Replacement**

It was moved by Mr. Zeidman and seconded by Ms. Paspalis that the Board approve Bid #188.09 - Roof Replacement as presented. The motion was unanimously approved.

**14.3d Approval is Recommended for the energy Audit Agreement between Chevron Energy Solutions Company, A Divison of Chevron USA, Inc. and Culver City Unified School District**

Mitch Waters had questions regarding the proposal and asked the board to vote against it. He felt that Chevron could donate their services. Ms. Siever moved to postpone this item until after speaking with Larry Eisenberg. Mr. Gourley and Mr. Silbiger agreed. The motion was seconded by Ms. Paspalis. The motion was approved with a vote of 4 - Ayes and 1 - Nay by Mr. Zeidman to postpone this item until a presentation was heard from Mr. Larry Eisenberg.

**14.4 Personnel Items****14.4a Second Reading and Adoption of Revised Administrative Regulation 4361.5, Military Leave**

It was moved by Mr. Zeidman and seconded by Mr. Silbiger that the Board approve the Administrative Regulation 4361.5, Military Leave as presented. The motion was unanimously approved.

**14.4b Approval is Recommended for Resolution #23, 2009/2010 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by a Certificated Employee**

It was moved by Mr. Zeidman and seconded by Ms. Siever that the Board approve Resolution #23 as presented. The motion was unanimously approved.

**14.4c Approval is Recommended for Resolution #24, 2009/2010 (HR) Regarding Determination for Seniority Among Certificated Employees with the Same Seniority Date ("Tie-Breaker Resolution")**

It was moved by Mr. Zeidman and seconded by Mr. Silbiger that the Board approve Resolution #24 as presented. The motion was unanimously approved.

**14.4d Approval is Recommended for Resolution #25-2009/2010 (HR), Action to Reinstate One Classified Position Previously Eliminated on Resolution #27-2008/2009 (HR)**

It was moved by Mr. Zeidman and seconded by Mr. Silbiger that the Board approve Resolution #25 as presented. The motion was unanimously approved.

**14.4e Approval is Recommended for Resolution #26-2009/2010 (HR), Regarding Layoff of Classified Vacant Position**

It was moved by Mr. Zeidman and seconded by Mr. Silbiger that the Board approve Resolution #26-2009/2010 as presented. Mrs. Jaffe confirmed that this item was previously pulled from the agenda and no vote was required.

**14.4f Approval is Recommended for Resolution #27-2009/2010 (HR), Regarding Layoff of Classified Personnel**

It was moved by Mr. Zeidman and seconded by Mr. Silbiger that the Board approve Resolution #27-2009/2010 as presented. The motion was unanimously approved.

**14.4g Approval is Recommended for Resolution #28-2009/2010 (HR), Regarding Layoff of Classified Personnel**

It was moved by Mr. Zeidman and seconded by Mr. Silbiger that the Board approve Resolution #28-2009/2010 (HR) as presented. The motion was unanimously approved.

**15. Board Business - None****16. Public Recognition – Continued****16.1 Members of the Audience**

There were no additional comments from audience members.

**16.2 Members of the Board**

Members of the Board spoke about:

- Mr. Silbiger suggested having a budget sub-committee meeting before the next Board meeting. Mr. Zeidman said that he would participate. Ms. Siever said she would participate if the sub-committee meeting was scheduled on a Tuesday.

**Adjournment**

There being no further business, it was moved by Mr. Zeidman, seconded by Mr. Silbiger and unanimously approved to adjourn the meeting. Board President Mr. Gourley adjourned the meeting at 9:55 p.m.

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

\_\_\_\_\_  
Superintendent

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

\_\_\_\_\_  
Secretary

**9.2 PURCHASE ORDERS AND WARRANTS**

The attached purchase order list and warrants report are submitted to the Board of Education at the second board meeting of each month 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 February 13, 2010 through February 26, 2010 is \$101,717.64. Warrants issued for the period February 1, 2010 through February 25, 2010 total \$7,518,647.89. This includes \$3,711,194.00 in commercial warrants, and \$3,807,453.89 in payroll warrants.

**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 February 13, 2010 through February 26, 2010 in the amount of \$101,717.64 and warrants for February 1, 2010 through February 25, 2010 in the amount of \$7,518,647.89 be ratified by the Board of Education.

**Moved by:**

**Seconded by:**

**Vote:**

PO Date	PO #	Stat	Change	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
02/22/10	54384M	A			02/22/2010	METRO CROWN INTERNATIONAL	REPAIRS - OTHER	Custodians	01.0	00000.0	00000	82000	5630	0005042	100.00	100.00
					02/22/2010	54384M	METRO CROWN INTERNATIONAL									100.00
02/25/10	54385M	A			02/25/2010	COX PAINT CENTER	MAINTENANCE SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	4380	0005040	1,101.23	
					02/25/2010	54385M	COX PAINT CENTER									1,101.23
02/22/10	54386M	A			02/22/2010	JB BACKHOE SERVICE	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040	600.00	600.00
					02/22/2010	54386M	JB BACKHOE SERVICE									600.00
02/16/10	54574	C			02/16/2010	CULVER CITY ROTARY CLUB	MEMBERSHIPS	Superintendent's Office	01.0	00000.0	00000	71000	5310	0001000	55.00	55.00
					02/16/2010	54574	CULVER CITY ROTARY CLUB 2009-10									55.00
02/16/10	54575	A			02/16/2010	CITY OF CULVER CITY	REPAIRS - OTHER	Security	01.0	00000.0	00000	83000	5630	0001050	111.00	111.00
					02/16/2010	54575	CITY OF CULVER CITY									111.00
02/17/10	54576	A			02/17/2010	SCHOOL SPECIALTY	INSTRUCTIONAL SUPPLIES	middle school	01.0	00000.0	11100	10000	4310	3010001	102.26	102.26
					02/17/2010	54576	SCHOOL SPECIALTY									102.26
02/16/10	54577	C			02/16/2010	WELLS FARGO BANK	CONFERENCE AND TRAVEL	Superintendent's Office	01.0	00000.0	00000	71000	5220	0001000	726.76	726.76
					02/16/2010	54577	WELLS FARGO BANK									726.76
02/17/10	54578	A			02/17/2010	CONTINENTAL ATHLETIC SUPPLY	ATHLETIC SUPP/EQUIP	Culver City High School	01.0	00000.0	15000	10000	4400	4010000	7,606.19	7,606.19
					02/17/2010	54578	CONTINENTAL ATHLETIC SUPPLY									7,606.19
02/17/10	54579	A			02/18/2010	CDW-G	COMPUTER SUPP/EQUIP	Technology	01.0	00000.0	00000	77000	4350	0005020	780.32	780.32
					02/17/2010	54579	CDW-G									780.32
02/17/10	54580	A			02/17/2010	CDW-G	COMPUTER SUPP/EQUIP	Office of Child Development	12.0	60600.0	85000	27000	4350	0000002	200.48	200.48

Board List Purchase Order Report  
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord#	Date	Change	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
02/16/10	54581	A		02/16/2010		VALIANT EQUIPMENT CO.	APPLIANCES	Office of Child Development	12.0	60600.0	85000	10000	6490	0000002	5,792.74	200.48
				02/16/2010		VALIANT EQUIPMENT CO.									5,792.74	
02/16/10	54582	A		02/16/2010		STAR ECO STATION	FIELD TRIPS	El Rincon Elementary	01.0	00000.0	16003	10000	5816	2040000	280.00	
				02/16/2010		STAR ECO STATION									280.00	
02/17/10	54583	A		02/18/2010		ACCREDITING COMMISSION FOR SCHOOLS, WASC	MEMBERSHIPS	Adult School	11.0	06390.0	41100	27000	5310	0000010	720.00	
				02/17/2010		ACCREDITING COMMISSION FOR SCHOOLS, WASC									720.00	
02/17/10	54595	C		02/17/2010		ROLLING THUNDER	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58100.0	00000	21000	4350	0004030	896.89	
				02/17/2010		ROLLING THUNDER									896.89	
02/22/10	54597	A		02/22/2010		REDWOOD PRESS	OFFICE SUPPLIES	Human Resources	01.0	00000.0	00000	74000	4350	0003000	186.58	
				02/22/2010		REDWOOD PRESS									186.58	
02/22/10	54598	C		02/22/2010		CABE	MEMBERSHIPS	Special Projects	01.0	58100.0	00000	27000	5310	0004030	750.00	
				02/22/2010		CABE									750.00	
02/22/10	54599	C		02/22/2010		JOEL PECK & PAULETTE BENSON	TRANSPORTATION SUPP/EQUIP/SERV	Special Education	01.0	65000.0	57700	21000	5210	0004040	339.00	
				02/22/2010		JOEL PECK & PAULETTE BENSON									339.00	
02/22/10	54600	A		02/22/2010		TEACHER CREATED RESOURCES	INSTRUCTIONAL SUPPLIES	Special Education	01.0	33100.0	57700	11100	4310	0004040	50.06	
				02/22/2010		TEACHER CREATED RESOURCES									50.06	
02/22/10	54601	C	1	02/23/2010		DYNAMIC LIVING INC	INSTRUCTIONAL SUPPLIES	Special Education	01.0	56400.0	57500	11360	4310	0004025	310.00	
				02/22/2010		DYNAMIC LIVING INC									310.00	
02/22/10	54602	A		02/22/2010		REMEDIA PUBLICATIONS	INSTRUCTIONAL SUPPLIES	Special Education	01.0	33100.0	57700	11100	4310	0004040	44.38	

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



PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
02/22/10	54603	A		02/22/2010	ALIMED, INC.	INSTRUCTIONAL SUPPLIES	54602	01.0	56400.0	57500	11360	4310	0004025	169.56	44.38
REMEDIA PUBLICATIONS															
02/22/2010						INSTRUCTIONAL SUPPLIES	54603							169.56	
02/23/10	54604	A		02/23/2010	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	54604	01.0	33200.0	57300	11100	4310	0004040	98.96	
DISCOUNT SCHOOL SUPPLY															
02/23/2010						INSTRUCTIONAL SUPPLIES	54604							98.96	
02/24/10	54605	A		02/24/2010	LAKESHORE WLA	INSTRUCTIONAL SUPPLIES	54605	01.0	33200.0	57300	11100	4310	0004040	98.83	98.83
LAKESHORE WLA															
02/24/2010						INSTRUCTIONAL SUPPLIES	54605							98.83	
02/23/10	54606	C		02/23/2010	LACOE - ACCOUNTING	CONTRACT SERVICES RENDERED	54606	01.0	65000.0	57520	11100	5880	0004040	39,159.00	39,159.00
LACOE - ACCOUNTING SECTION															
02/23/2010						CONTRACT SERVICES RENDERED	54606							39,159.00	
02/23/10	54607	A		02/23/2010	ENHANCED VISION	INSTRUCTIONAL SUPPLIES	54607	01.7	65000.0	50010	22000	4310	0000000	539.36	539.36
ENHANCED VISION															
02/23/2010						INSTRUCTIONAL SUPPLIES	54607							539.36	
02/23/10	54608	A		02/23/2010	DANMAR PRODUCTS, INC.	INSTRUCTIONAL SUPPLIES	54608	01.7	65000.0	50010	22000	4310	0000000	128.53	128.53
DANMAR PRODUCTS, INC.															
02/23/2010						INSTRUCTIONAL SUPPLIES	54608							128.53	
02/23/10	54609	A		02/24/2010	CONVAID PRODUCTS, INC.	INSTRUCTIONAL SUPPLIES	54609	01.7	65000.0	50010	22000	4310	0000000	2,205.00	2,205.00
CONVAID PRODUCTS, INC.															
02/24/2010						INSTRUCTIONAL SUPPLIES	54609							2,205.00	
02/23/10	54610	A		02/23/2010	ENABLING DEVICES	INSTRUCTIONAL SUPPLIES	54610	01.7	65000.0	50010	22000	4310	0000000	426.80	426.80
ENABLING DEVICES															
02/23/2010						INSTRUCTIONAL SUPPLIES	54610							426.80	
02/22/10	54611	A		02/23/2010	CDW-G	FEES, LICENSE	54611	01.0	00000.0	00000	77000	5810	0005020	2,700.00	2,700.00
CDW-G															
02/23/2010						FEES, LICENSE	54611							2,700.00	
02/22/10	54613	C		02/22/2010	AVC OFFICE AUTOMATION	MAINTENANCE AGREEMENTS		01.0	00000.0	00000	27000	5630	3010001	2,614.20	2,614.20
AVC OFFICE AUTOMATION															
02/22/2010						MAINTENANCE AGREEMENTS								2,614.20	

Report ID: LAPO009C  
 District: 64444  
 Purchase Orders/Buyouts To The Board for Ratification From: 2/13/2010 To 2/26/2010  
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Board List Purchase Order Report  
 CULVER CITY UNIFIED SD

Page No. 4  
 Run Date: 02/27/2010  
 Run Time: 06:30:49AM  
 WEEKLY

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
02/23/10	54614	A		02/23/2010	CALIFORNIA WESTERN VISUALS	AUDIOVISUAL SUPP/EQUIP	La Ballona Elementary	01.0	90127.0	11100	10000	4410	2060000	7,507.31	2,614.20
				02/23/2010											
				02/23/2010											
02/23/10	54615	C		02/23/2010	HAYASHI & WAYLAND	CONFERENCE AND TRAVEL	Special Projects	01.0	42010.0	00000	21000	5220	0004030	300.00	
				02/23/2010											
02/23/10	54616	A		02/23/2010	AMANDA COPELAND	TRANSPORTATION SUPP/EQUIP/SERV	Special Education	01.0	33100.0	57700	21000	5890	0004040	148.93	148.93
				02/23/2010											
02/23/10	54617	A		02/23/2010	REDWOOD PRESS	CONTRACT SERVICES RENDERED	Undistributed	13.0	53100.0	00000	37000	5810	0000000	1,929.95	1,929.95
				02/23/2010											
02/23/10	54618	C		02/23/2010	ACCREDITING COMMISSION FOR	OFFICE SUPPLIES	Adult School	11.0	06390.0	41100	27000	4350	0000010	70.00	
				02/23/2010											
02/23/10	54619	C		02/23/2010	DEVEREUX TEXAS TREATMENT	CONTRACT SERVICES RENDERED	Special Education	01.0	33100.0	57700	21000	5890	0004040	337.70	337.70
				02/23/2010											
02/25/10	54620	A		02/25/2010	THE HEART PROJECT	CONSULTANTS	Culver Park High School	01.0	90127.0	11100	10000	5810	5010000	5,000.00	5,000.00
				02/25/2010											
02/25/10	54621	A		02/25/2010	YOKO IWAKAWA	CONSULTANTS	El Marino Language	01.0	58100.0	00000	21000	5810	2030000	5,000.00	5,000.00
				02/25/2010											
02/25/10	54622	A		02/25/2010	CINDY COTTIER	CONSULTANTS	Special Education	01.0	33100.0	57700	11300	5850	0004040	2,900.00	2,900.00
				02/25/2010											
02/25/10	54624	A		02/26/2010	THE ANIMAL GUYS, INC.	FIELD TRIPS	El Rincon Elementary	01.0	00000.0	16003	10000	5816	2040000	870.00	870.00

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

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
02/25/10	54625	A		02/25/2010	D & D SECURITY ENTERPRISES	INSTRUCTIONAL SUPPLIES	Undistributed ROP	01.0	96353.0	71100	10000	4310	0000000	169.98	
				02/25/2010										169.98	
															870.00
THE ANIMAL GUYS, INC.															
02/25/10	54626	A		02/25/2010	LOS ANGELES COUNTY EDUCATION	INSTRUCTIONAL SUPPLIES	Undistributed ROP	01.0	96352.0	71100	10000	4310	0000000	800.00	
				02/25/2010										800.00	
															800.00
LOS ANGELES COUNTY EDUCATION FOUNDATION															
02/25/10	54627	A		02/25/2010	BARRETT ROBINSON PRODUCTS	INSTRUCTIONAL SUPPLIES	Undistributed ROP	01.0	96353.0	71100	10000	4310	0000000	2,385.00	
				02/25/2010										2,385.00	
															2,385.00
BARRETT ROBINSON PRODUCTS															
02/25/10	54628	A		02/25/2010	TRANG V. NGUYEN, O.D., F.A.A.O.	CONTRACT SERVICES RENDERED	Special Education	01.0	65000.0	57700	31500	5890	0004040	450.00	
				02/25/2010										450.00	
															450.00
TRANG V. NGUYEN, O.D., F.A.A.O.															
02/26/10	54629	A		02/26/2010	LOS ANGELES TIMES CIRCULATION	ADVERTISING	Human Resources	01.0	00000.0	00000	74000	5830	0003000	419.00	
				02/26/2010										419.00	
															419.00
LOS ANGELES TIMES CIRCULATION															
02/26/10	54630	A		02/26/2010	TOTAL COMPENSATION	CONTRACT SERVICES RENDERED	Business Services	01.0	00000.0	00000	73000	5890	0005000	4,500.00	
				02/26/2010										4,500.00	
															4,500.00
TOTAL COMPENSATION SYSTEMS, INC.															

Total by District : 64444 101,717.64 101,717.64

End of Report LAPO009C

**NONPUBLIC SCHOOLS:**  
**APPROVED YTD: \$3,389,079.51**

# CULVER CITY UNIFIED SCHOOL DISTRICT DISTRICT WARRANT 2009 - 2010

## COMMERCIAL WARRANTS

FEBRUARY 1, 2010 - FEBRUARY 25, 2010      \$      3,711,194.00

## PAYROLL WARRANTS

FEBRUARY 1, 2010 - FEBRUARY 25, 2010      \$      3,807,453.89

TOTAL:      \$      7,518,647.89

**BOARD REPORT**

**3/9/2010**  
**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:

<b><u>Location</u></b>	<b><u>Donor/Item(s) Donated</u></b>
El Marino Language School	Mrs. Rozina Moosa Haircut, Inc. \$50
El Marino Afterschool Program	Mr. Tony Lucas 4 Hula Hoops and 2 games
Office of Child Development	Mr. Manuel Jones \$100 gift certificate for Lakeshore
Culver City Middle School	Ms. Stacie Moss Uppertone resistance machine, hand crank and stationary bike
Linwood E. Howe Preschool #3	Ms. Brenda Gayle ABC chart and 6 books

**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. 15**

I. Authorization and Ratification of Employment

A. Extra Assignment -- Middle School, Title I- After School Advisor/Advisee Program Teacher Effective November 23, 2009 through June 11, 2010 at \$35.00 per hour, not to exceed two hours per week

1. Groya, Julie

B. Extra Assignment – District, EIA-ELD Curriculum Committee Meetings Effective February 9, 2010 through June 18, 2010 at \$35.00 per hour, not to exceed 10 hours

- |                     |                       |
|---------------------|-----------------------|
| 1. Ames, Janet      | 8. Greenstein, Pamela |
| 2. Benitez, Claudia | 9. Groya, Julie       |
| 3. Borcharding, Nan | 10. Kohout, Erica     |
| 4. Carlan, Marlene  | 11. Rodriguez, Maria  |
| 5. Chinelli, Vivian | 12. Tennant, Lauren   |
| 6. Corwin, Debbie   | 13. Zarrinpar, Annie  |
| 7. Ebor, Lynn       |                       |

C. Extra Assignment – Middle School, FLAP Grant- Curriculum Support Effective March 10, 2010 through June 18, 2010 at \$35.00 per hour, not to exceed 30 hours

1. Yamakawa, Mike

D. Extra Assignment – Middle School, PTSA- Astro GATE Camp Trip Chaperones Effective April 30, 2010 through May 2, 2010 at \$300 stipend

1. Delaney, Sarah  
2. Zarrinpar, Annie

E. Extra Assignment – El Marino/Middle School, FLAP Grant- Grade Level Curriculum Revision and Professional Development, effective June 21, 2010 through June 25, 2010 at \$35.00 per hour, not to exceed 20 hours

- |                       |                        |
|-----------------------|------------------------|
| 1. Adachi, Naomi      | 8. Niimura, Hitomi     |
| 2. Ezaki, Satomi      | 9. Omuro, Mitsuko      |
| 3. Horiba, Alice      | 10. Segiguchi, Saori   |
| 4. Miyagishima, Junko | 11. Shiratori, Mina    |
| 5. Miyawaki, Tomoko   | 12. Takahashi, Tatiana |
| 6. Mizuta, Naoko      | 13. Yamakawa, Mike     |
| 7. Nagumo, Noriko     |                        |

BOARD REPORT

9.4 Certificated Personnel Services Report No. 15 – Page 2

I. Authorization and Ratification of Employment – continued

F. Extra Assignment – Middle School, FLAP Grant-Curriculum Revision/Development for 6<sup>th</sup> & 7<sup>th</sup> Grades, Effective August 1, 2010 through August 31, 2010 at \$6,000 stipend

1. Yamakawa, Mike

G. Extra Assignment – Middle School, FLAP Grant- Curriculum Revision/Development Effective August 1, 2010 through August 30, 2010 at \$35.00 per hour, not to exceed 120 hours

1. Takahashi, Tatiana

H. Extra Assignment – El Marino, FLAP Grant- Coordinate 2010/2011 Project Activities & Develop Middle School Immersion Curriculum, effective August 1, 2010 through August 30, 2010 at \$35.00 per hour, not to exceed 160 hours

1. Shiratori, Mina

II. Leaves

1. Corwin, Deborah  
Middle School  
Personal Leave of Absence Without Pay  
Effective August 30, 2010 through  
November 29, 2010

2. Jones, Sara  
Middle School  
Personal Leave of Absence Without Pay  
Effective August 25, 2010 through June 17, 2011

III. Resignations

1. Beighey, Janice  
From Leave of Absence  
Effective June 18, 2010  
Personal

2. Carbajal, Kathleen  
High School  
Effective June 20, 2010  
Moving out of area

3. Krajeski, Joanne  
Regional Occupational Program  
Effective January 20, 2010  
Accepted another position

RECOMMENDED MOTION: That approval be granted for Certificated Personnel Services Report No. 15

Moved by:

Seconded by:

Vote:

## BOARD REPORT

### 9.5 Classified Personnel Services Report No. 15

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

##### A. Clerical & Fiscal

1. Galvan, Esther  
Substitute Clerk Typist  
District Office  
Funding Source: General  
Effective March 10, 2010  
Hourly, as needed
2. Mankarios, Marianne  
Substitute Clerk Typist  
High School – Extra Assignment  
Funding Source: General  
Effective February 16, 2010  
Hourly, as needed

#### II. Authorization, Approval & Ratification of Revision to Board Item Previously Approved on Board Report #6, 10/13/09; Increase in Hours to Extra Assignment

1. Castañeda, Margarita  
Instructional Assistant – Bilingual  
Middle School – Extra Assignment  
Funding Source: ELAP  
From: Not to exceed 10 hours  
To: Not to exceed 18 hours  
Effective September 24, 2009 through  
June 18, 2010  
Range 16

#### III. Authorization, Approval & Ratification of Revision to Board Item Previously Approved on Board Report #14, 02/23/10; Change in Effective Date

1. An, Noriko  
Temporary After School Instructor  
El Marino  
Funding Source: FLAP  
Not to exceed 30 hours  
From: Effective February 24, 2010 through  
June 18, 2010  
To: Effective February 9, 2010 through  
June 18, 2010  
Stipend of \$15.00 per hour

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 15

Moved by:

Seconded by:

Vote:



**BOARD REPORT**

**3/9/2010**

**9.6**

**9.6 Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Linwood E. Howe Elementary School**

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

RECOMMENDED MOTION: That the Board approves the Single Plan for Student Achievement, as submitted, for Linwood E. Howe Elementary School.

Moved by:

Seconded by:

Vote:

## The Single Plan for Student Achievement

### Linwood E. Howe Elementary School

School Name

19-64444-6012694

CDS Code

Date of this revision: February 3, 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:

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### Culver City Unified School District

School District

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The District Governing Board approved this revision of the School Plan on March 9, 2010.

## 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 thought.
- The sense of family and belonging is integral to our lives.
- Everyone has the right to preserve his/her dignity.
- Each person has the capacity for goodness.

### LINWOOD E. HOWE ELEMENTARY SCHOOL MISSION STATEMENT

At Linwood E. Howe Elementary School, we provide a safe environment for our diverse student population, in order for our students to become productive members of our society. Linwood Howe School develops learners who are motivated to read, write, think, problem solve, and apply their learning to their everyday lives. Recognizing the varied learning styles of our students, we provide a curriculum that is accessible to all learners. Our goal is to develop students who demonstrate the characteristics of responsibility, respect and resourcefulness.

### III. School Profile

At Linwood E. Howe Elementary School, our goals continue to be academic success and the development of students' character by teaching responsibility, respect, and resourcefulness. Our school community fosters mutual respect among all of its members, including parents, students, teachers, staff and community members. Opportunities for parent involvement and partnership are regularly provided and encouraged. It is our hope that all parents find at least one support activity in which they can take part. Our teachers maintain professionalism through ongoing communication, collaboration, problem solving, and participation in professional growth opportunities. As a professional learning community, the staff members, students, and parents of Linwood E. Howe School continue their tradition of striving for excellence. All Linwood Howe teachers are highly qualified under the provisions of "No Child Left Behind" (NCLB).

During the 2003-04 and 2004-05 school years, Open Court 2002 was phased in to replace the previous Open Court reading and language arts texts. The new program has multiple components for teachers to better provide differentiated instruction for their students' varied levels and abilities. Material is included to challenge advanced learners, meet the needs of those requiring additional help to grasp the content standards, and to help students who are still learning English.

#### Funding:

Lin Howe School programs are funded through various sources. The District general fund pays for books, teachers, office staff, custodians, the librarian, and special education instructional aides' salaries, building and grounds upkeep, etc. Additionally, we receive a Unit Budget from the District's general fund and a custodial budget per student enrolled in our school. These funds are used to purchase classroom supplies such as paper and pencils, office supplies, duplicating paper, custodial supplies, service contracts for our duplicating machines, etc. We also receive School Improvement and Title I categorical funds from the state and/or federal government. These additional funds may only be used for supplementary programs and materials to meet the goals in our School Improvement/Title I Single Plan for Improved Student Achievement. The PTA generously raises funds to pay for field trips and free after school enrichment classes, as well as many other school activities. Additionally, stakeholders contribute to a donations fund from which we purchase supplemental materials.

#### Technology:

Linwood Howe School has a self-contained library and computer lab. The library has four, internet connected computers to be used by the students for research or other library related reasons. We are fortunate that the computer lab has 30 internet connected computers, which were purchased with district grant funds. School Improvement and Title I funds also pay to staff our computer lab with an instructional aide for 19.5 hours per week. The computer aide works with students and assists both students and teachers with the use of computer technology for enhanced learning.

Most classrooms contain at least one computer for student and teacher use. During the 2003-04 school-year, each fourth and fifth grade classroom received three new PCs paid for by a grant written by our district librarian. Linwood Howe School Improvement and Title I funds were used to pay for software for these computers. 2005-2006 Title I and School Improvement funds were used to provide one new PC and printer for each classroom in grades kindergarten through third and for resource and special day class teachers, also. Therefore, as of the 2006-2007 school-year, all teachers had access to the internet in their own classrooms. This technology ensures that all our teachers can actively use the Galileo/West Ed/ATI program for assessment and data driven instruction. The Galileo Program was initiated during the fall of 2007, in order to improve student achievement, district-wide. The purchase of computers and printers for every Linwood Howe teacher supports the District's move toward computerized data access for all teachers and our staff now has the computers to immediately access that information.

All Linwood Howe teachers are assigned CCUSD e-mail addresses which they use for internal communication as well as communication with families. Pertinent educational information and messages from the principal, school, and District are sent via e-mail. Students have access to the classroom computers at the teachers' discretion. During the 2000-10 school year, we are working to develop technology standards for each grade level that will indicate specific technology skills students will be learning. We expect that technology will be utilized in its many forms to improve instruction and student achievement of California Content Standards.

#### Parent and Community Participation:

Lin Howe School has a friendly and warm community of parents who are supportive and welcome on our campus.

Teachers, specialist, support staff, and the principal are readily available for questions, concerns, and updates on how students are progressing. Parents are encouraged to observe and volunteer in the classrooms and on field trips. We appreciate parent attendance during our numerous assemblies and recognition programs such as, Character Counts and the school-wide, daily morning assemblies. We also have traditional forums for parental involvement. Examples are as follows: the Parent Teacher Association (PTA) with its numerous committees and projects, School Site Council, English Learners Advisory Council (ELAC), Gifted and Talented Education Advisory Council (GATE), and 5th grade parent committees. These groups hold regularly scheduled meetings and events throughout the year. Parents and community members are included in decision making, activities and projects to improve our school. We are also fortunate to have a large cadre of volunteers who donate thousands of hours of their time to assist students and teachers. All volunteers are screened for tuberculosis and are fingerprinted.

#### English Language Learners (ELL):

Lin Howe is supported by a shared ELD Specialist and an ELD instructional aide. Both staff members assist classroom teachers in supporting their second language learners. The ELD Specialist conducts parent classes using the Latino Family Literacy Project program which teaches parents to make literacy a part of their family experience. Additionally, the ELD Specialist works with the principal to coordinate meeting with the English Learner Advisory Committee, which is a parent group who advises school personnel on the special needs and interests of our English learners. The committee is currently working on creating a parent resource room to be accessed by all parents.

All of our dedicated teachers have successfully completed their course work to be certified to teach English Language Learners. Teachers must provide at least 100 minutes, per week, of specialized, ELD instruction for their ELD students.

#### Special Programs and Services:

Beyond our regular programs, Linwood Howe is proud to provide students with numerous special services such as: special education classes, school based counseling, ELD assistance, occupational therapy, adaptive PE instruction, speech therapy, instrumental and choral music instruction, and free remedial and enrichment classes. PTA donations enable us to provide monthly assemblies for our entire student body. We are very fortunate to have a large playground with both grass and blacktop areas. A credentialed PE teacher and two instructional assistants are responsible for providing our daily PE program. Every year new playground equipment is added in order to provide more activity choices for our students when they are on the yard. After school supervision is provided, on a fee basis by the CCUSD Office of Child Development through the KIK, SACC, and Club 26 programs. The Culver City Recreation Department also provides a fee-for-service supervision program called Culver City After-school Recreation Program (CCARP). Culver City keeps the Linwood Howe playground open after school and on weekends to be used by the community as a park. The community use is part of the City/CCUSD Joint Use Agreement. Although the City keeps the Linwood Howe playground/park open, it does not provide supervision for those children who use the park.

#### Homework:

The staff at Lin Howe School believes that regular homework is an integral part of a successful educational program. The purpose of homework is to provide practice or review of previously taught concepts and skills. Homework is not for skills that the students have not experienced before. Each teacher assigns homework according to the needs of the students and the difficulty of the content being learned. Homework may be assigned on Fridays and over vacation breaks.

#### A School Where Character Counts:

Our philosophy is that we expect students to be good citizens who are respectful to themselves and others. Linwood E. Howe School Elementary School is a school where character counts. Both students and staff are expected to follow and model the character traits of Trustworthiness, Respectfulness, Responsibility, Fairness, Caring, and Good Citizenship. When students make unwise choices, the staff counsels them and teaches appropriate strategies to use for better decision making. This assistance provides the children with more resources to draw upon to better handle future conflicts. Progressive discipline is used when necessary. In order to foster and maintain a safe environment, we have implemented "Too Good for Violence" and "Too Good for Drugs" programs across all grade levels. These programs are designed for teacher directed lessons and role playing activities that

provide students with multiple tools to effectively deal with peer pressure and uncomfortable situations. Additionally, we have an Anti-Bullying subcommittee of parents and school staff who are working to provide students with positive ways to fight against bullying on campus.

#### Campus Safety:

One of Linwood Howe School's most important responsibilities is to provide a safe and secure environment for learning. Students are expected to be respectful of each other's learning time, feelings, and personal space, within and outside the classroom. We have a closed campus during the school day and visitors must register and secure special passes from the front office to be on the campus grounds. Only authorized adults may pick up children who leave school before the end of the school day. All staff members and volunteers must be fingerprinted and have current TB tests before they may begin work. The majority of our certificated and classified staff members have received first aide and emergency training and we conduct monthly emergency drills for students and teachers to practice emergency procedures. The district provides a campus security officer, whom we share with the other elementary sites. The officer checks in periodically as well as responds to calls when we need security personnel. Culver City Police Department offers the district access to a pair of School Resource Officers who also respond when we need law enforcement on campus.

#### Student Achievement:

The Linwood Howe staff continues to strive toward improving student achievement. As our teachers concentrate on the California State Standards, in all curricular areas, they regularly analyze students' strengths and weaknesses. The data collected is used to develop individual and grade level plans to improve student achievement. The staff is currently putting greater emphasis on getting better teaching and learning strategies into place to help our English Language Learners (ELL) experience the academic growth they are capable of making. ELL students participate in our supplemental, remedial programs and are working on increasing proficiency and closing the achievement gap.

There are many other ways to determine student achievement beyond the standardized tests that are required by California. Students are assessed at regular intervals by the use of publisher and district benchmark assessments. Additionally, students in grades first through fifth take regular benchmark exams which are standardized district-wide. Results of these assessments are recorded and shared with the principal, the district, and other grade level teachers. Analysis of the findings help teachers to determine what students have learned, when it is time to move ahead, and what areas may need re-teaching or reviewing. Teachers may also evaluate students using oral questioning and project-based evaluations. English Learners are assessed the same way, but may receive assistance during the evaluation process. We are on a trimester system for report cards with three reporting periods. Parent conferences are currently held in October with parents whose children are struggling may be contacted to meet with teachers again, in April, when the first trimester is complete. Parent conferences for all parents are held in December.

#### Staff:

The principal is responsible for evaluating teachers and other site employees according to district procedures and state law. All Linwood Howe teachers are fully credentialed and are qualified to teach English Language Learners. All staff members participate in ongoing district and school wide staff development in all curricular areas. The staff is encouraged to learn and practice new techniques and refine existing skills for the purpose of improving and maximizing student learning, in accordance with state standards. We have 26 highly qualified teachers at Linwood Howe School. This includes three special day class teachers, two resource teachers, and one physical education specialist. An itinerant physical education teacher visits the campus to teach adaptive PE. We also have a part time speech and language therapist and an itinerant instrumental music teacher. Three of our special education classes are self-contained for students who have mild/moderate learning disabilities. The resource specialist conducts a pull out program to work with students with mild/moderate learning disabilities and are enrolled in regular education classrooms.

#### Substitute Teachers:

We have a large pool of substitute teachers from which to draw. Some request to exclusively work at Linwood Howe. Our teachers use the district process for evaluating substitute teachers. Those substitutes who are unsuccessful with our students are not asked to return. In the rare case that there are no substitute teachers available, the principal steps in to teach. In an emergency, a class may be equitably divided among other, same

grade level teachers, who would be compensated accordingly.

#### Student Success Team (SST):

Lin Howe has an established Student Success Team (SST) that meets on a regular basis to review cases referred by teachers after interventions have failed to improve student performance. An SST is a regular education function that determines if additional interventions are needed and whether the child should be referred for district assessments. The SST members consist of the principal, resource specialist, speech therapist, psychologist, student's current teacher, and the child's parents.

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

The staff continues its commitment to actively identify and recommend all qualified students for the Gifted and Talented Education Program (GATE). GATE students are clustered in classrooms, by grade level. All of our teachers are trained to deliver differentiated instruction to meet all students' instructional needs. Many GATE students choose to participate in our After School Enrichment Program. A site level GATE Advisory Committee of staff and parents meet to discuss and make recommendations about issues related to the GATE Program.

#### Reading/Language Arts and Content Standards:

Linwood Howe School uses the district adopted kindergarten through fifth grade reading and writing curricula that follows the California State Content Standards. Each grade level has standards for reading, writing, written and oral English language conventions, listening and speaking. Students are provided instruction at their grade level with adjustments made for those who are struggling or are above grade level. We use SRA Open Court Reading, 2002 as our reading and language arts series program. Spelling is embedded in the Open Court Program. Reading and writing are assessed throughout the year using publisher and district benchmark assessments. English Language Development (ELD) students receive 100 additional, instructional minutes in reading and writing English, targeting their English language levels. Additionally, Title I and ELAP funds were used to provide intensive teacher training and text books to provide reading and language arts intervention for third, fourth, and fifth grade students who have not reached proficiency in these subjects. Writing is an area that needs improvement for our students.

#### Mathematics and Content Standards:

The Culver City Unified District also uses the adopted a kindergarten through fifth grade mathematics curricula that follows the California State Content Standards. Our math series is EnVision Mathematics that includes the state math standards embedded within the lessons. In mathematics, all grade levels, including kindergarten, are instructed in number sense, analysis and probability, and mathematical reasoning. Lessons use visuals, manipulatives (blocks, fraction pieces, etc.), and drill and practice. Math is an area of strength for the students at Linwood Howe. To enhance the mathematics program, we have instituted the Math Olympiads for Elementary and Middle Schools (MOEMS) Program at Linwood Howe. Currently, participants are fourth and fifth graders who compete with other mathletes throughout the United States and internationally. Dr. Jason Frand and Mrs. Ruth Sebean, both retirees from UCLA, volunteer as coaches for our students. Linwood Howe will be hosting our Third Annual MOEMS tournament for interested schools throughout Los Angeles County in March, 2010.

#### Science and Social Studies Content Standards:

Our science series is Scott Foresman. The curriculum for science follows the California State Standards and consists of physical science, life science, earth science and investigation and experimentations for each grade level, kindergarten through fifth grade. All students have a textbook. The Open Court, 2002 Reading Program incorporates both science and social studies topics within its lessons. Our history/social science curriculum also follows the state standards with different themes for each grade level. Fourth and fifth grades also have independent textbooks for social studies. Kindergarten-third graders study the family and community, fourth graders study California and fifth graders study United States history.

#### Visual and Performing Arts and Content Standards:

In 2004, the state adopted a new framework and content standards for Visual and Performing Arts. In response to the new state framework and as a component of Culver City Unified School District Strategic Plan and CCUSD K-

12 Standards-Based Arts Education Plan, three different art series were piloted by Linwood Howe teachers and teachers from other elementary sites. The district curriculum committee adopted the SRA Art Connections in June, 2005, as our district-wide series. Teachers are receiving training on how to best utilize the program and Sony Picture Studios have provided funds for the elementary schools to purchase necessary art supplies to support the curricula. Additionally, the Music Center, the Culver City Symphonic Jazz Orchestra, and Playa Vista provided funds and specialists in fine arts, language arts, and music to support our school and the district-wide arts program.



#### **IV. Comprehensive Needs Assessment Components**

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

Conclusions from Student Performance Data:

- Academic Performance Index (API) score fell by 4 points
- There is a general "dip" in third grade performance.
- Linwood Howe did meet all of the criteria for Adequate Yearly Progress (AYP), even with the large jump in the benchmark.
- Our English Language Learners and socioeconomically disadvantaged students continue to have the largest gap to overcome in moving toward 100% of all students in those subgroups scoring proficient or above on the California Standards Test (CST).
- In general, all groups continued to perform better in math.

##### **B. Surveys**

Conclusions from Parent, Teacher and Student Input:

- Parents, members of the Site Council, and the English Language Advisory Council want to emphasize parent involvement in order to help increase learning and test scores.
- Parent groups are emphasizing activities and other methods to help bring Spanish speaking parents into the mainstream.
- New strategies and a greater effort needs to be made to help English Language Development (ELD) students move from Limited English speaker status to Fluent English speaker.
- Students have indicated they would like increased enrichment opportunities.

##### **C. Classroom Observations**

Classroom observations are conducted formally and informally by the school principal. The principal schedules formal observations twice a year with teachers who are being evaluated for the current year. He/she also conducts at least two informal observations of the evaluated teachers. After each observation, the principal meets to discuss areas of strength and needed improvement with the evaluated teacher. The principal provides the district with a mid-year evaluation of any temporary or probationary teachers and provides final evaluations of all teachers observed.

The principal conducts regular walk-throughs of classrooms to observe instruction and to remain aware of the quality instruction teachers are providing and to monitor student engagement.

Teachers frequently observe one another to share best practices as well. New teachers are supported by Beginning Teacher Support and Assessment (BTSA) and are offered opportunities to observe teachers who have more experience. Additionally, teachers make arrangements among themselves to observe specific teaching strategies in an effort to improve their own practice.

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

Teachers work in grade levels to analyze student work to improve instruction. Teachers meet as grade level teams at least one Wednesday afternoon a month so that they can discuss student work and the implications of future instruction. They are learning how to use the results of student achievement tests to group students for reteach and enrichment opportunities during the school day.

Student work is also used to report student progress. Teachers use standards-based report cards to report student progress to parents after each trimester. Teachers also use student work to report concerns to parents and support staff using the Student Study Team (SST) process. If a teacher has behavioral or academic concerns regarding a students' progress, they can refer the student to SST to assign appropriate interventions. If the interventions do not fully address concerns, students may then be referred for testing for special needs.

Student work is prominently displayed throughout campus. Artwork and writing decorate our warm campus, showing the many opportunities students have to express themselves and their learning.

In addition to report cards and SST documents, other school documents include cumulative records and health

records. Every student has a file that follows them throughout their schooling, documenting important information such as report cards, attendance and enrollment information, and discipline paperwork including any suspension documentation. The nurse keeps documentation of any health concerns of which we need to be aware and shares pertinent information with school staff.

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

School-wide Program Needs Assessment  
Supporting No Child Left Behind

20089 Data % Proficient/Above in CST Reading/Language Arts 2nd: 52% 3rd: 46% 4th: 68% 5th: 56% AYP Benchmark: 46%

Programs/activities to be implemented that support improving pupil achievement and meeting grade level standards in Reading/Language Arts:

• Effective Instructional Programs and Strategies:

Strengths Needs

1. Reading Academy – Pre-teaching Open Court lessons 1. More certificated teachers and funding for supplemental intervention programs
2. Instruction is content standards based. 2. Additional resources for improving ELL student achievement
3. Rick Morris classroom management training 3. Additional professional development for teachers to offer Universal Access Time
4. Differentiated instructional strategies 4. Additional professional development addressing the use of assessment data to drive instruction
5. All teachers CLAD certified & Highly Qualified

• Assessment:  
Strengths Needs

1. District-wide assessment instruments 1. Focused, complete ATI/Galileo implementation
2. Teacher collaboration 2. Move from collaboration to Prof. Learning Communities
3. Parent/Teacher Goal Setting Conferences 3. Truly using assessment data to drive instruction

#### **MATHEMATICS**

2009 Data % Proficient/Above in CST Mathematics 2nd: 71% 3rd: 58% 4th: 72% 5th: 47% AYP Benchmark: 47.5%

Programs/activities to be implemented that support improving pupil achievement and meeting grade level standards in Mathematics:

• Effective Instructional Programs and Strategies:  
Strengths Needs

1. Math Olympiads 1. Additional professional development addressing the use of assessment data to drive instruction

2. Instruction is content standard based. 2. Improved reading comprehension for word problems
3. After School Enrichment Classes 3. Additional resources for supplemental math programs
4. Differentiated Instruction 4. Continued Professional Development on new math series
5. Grade level team collaboration 5. Shift from collaboration to Professional Learning Communities

• Assessment  
Strengths Needs

1. District-wide assessments 1. focused and complete ATI/Galileo assessment Implementation
2. Parent/Teacher Goal Setting Conferences 2. Prof. Development on using data to drive instruction.
3. Grade level team collaboration 3. Move from collaboration to Professional Learning Communities

SCIENCE

2009 Data % Proficient/Above in CST Science 5th: 55%

Programs/activities to be implemented that support improving pupil achievement and meeting grade level standards in Science:

• Effective Instructional Programs and Strategies:  
Strengths Needs

1. After School Enrichment Classes 1. Professional Development on new science adoption
2. Differentiated Instruction 2. Better teacher familiarity with content standards
3. Departmentalized teaching for some grades 3. Grade level & cross grade level collaboration
4. Partnership with UCLA including NSTA membership 4. Additional time spent on science instruction
5. Hands-on, authentic activities & experiments

• Assessment  
Strengths Needs

1. 5th grade teachers are using assessment 1. district-wide common assessments information to drive instruction
2. Prof. Development on using data to drive instruction
3. Prof. Learning Community data analysis

ADDRESSING SPECIAL NEEDS STUDENTS

Performance Goal 2:

All limited English-proficient students will become proficient in English and reach high academic standards, at a

minimum attaining proficiency or better in reading/language arts and mathematics.

**ENGLISH LANGUAGE LEARNERS**

2009 Data % Proficient/Above in CST Reading/Language Arts  
2nd: 38% 3rd: 26% 4th: 62% 5th: 29% AYP Benchmark:46%

2009 Data % Proficient/Above in CST Mathematics  
2nd: 62% 3rd: 37% 4th: 69% 5th: 18% AYP Benchmark:47.5%

2009 Data % Proficient/Advanced in CST Science  
5th: 24%

• Effective Instructional Strategies:  
Strengths Needs

1. Matching ELL Lang. standards to those of English only students 1. Structured ELD instruction at all grade levels
2. ELL Comprehension Workshop – pull out 2. ELD materials that are a better fit for district ELL standards.
3. All teachers CLAD certified & highly qualified 3. Additional time for specialized instruction within the school day
4. Teachers teaching ELD in small groups during school

**LOW SOCIO ECONOMIC STUDENTS**

2009 Data % Proficient/Advanced in CST Reading/Language Arts  
2nd: 46% 3rd: 46% 4th: 62% 5th: 50% AYP Benchmark:

2007 Data % Proficient/Advanced in CST Mathematics  
2nd: 71% 3rd: 46% 4th: 69% 5th: 35% AYP Benchmark:

2007 Data % Proficient/Advanced in CST Science  
5th: 44%

• Effective Instructional Strategies:  
Strengths Needs

1. Ruby Payne – Framework of Poverty Prof Dev. 1. Professional Learning Communities - Fall
2. Family Education Nights 2. Addition funds to provide for enrichment opportunities
3. Free, After School enrichment classes 3. Increased parent buy- in for academic support
4. ELL Comprehension Workshop – pull out

**PROFESSIONAL DEVELOPMENT AND HIRING**

Performance Goal 3:

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

Certificated Staff

Current Data % NCLB Compliant Teachers: 100% NCLB Benchmark: 100%

**Instructional Aides**

**Current Data % NCLB Compliant Instructional Aides: 100% NCLB Benchmark: 100%**

## V. Description of Barriers and Related School Goals

The school community has developed five school goals to address specific needs at Linwood E. Howe. The first goal is related to the academic performance of our large population of English language learners (ELL students). About 30% of our students are learning English as a second language and are at various levels of doing so. There is a significant gap between their achievement and the achievement of our English-only population. Depending upon their English Language development (ELD) level, students are able to access grade-level instruction to various degrees. The goal we have set focuses on offering ELL students access to grade level standards so that they can more effectively master them. Teachers (all CLAD certified) offer instruction using appropriate ELD strategies. Teachers will also focus on front loading vocabulary and concepts during ELD small group instruction. ELL students will receive support as needed from the ELD coordinator and the ELD aide. Additionally, ELL students have opportunities to participate in intervention and enrichment classes.

A second goal we have set involves our students who are socioeconomically disadvantaged. These students may have limited access to life experiences outside school, limiting their background knowledge. There is a significant gap between their achievement and the achievement of students who are not socioeconomically disadvantaged. Students and parents will be offered opportunities to participate in various school activities promoting background knowledge and school community. These activities include PTA sponsored Family Nights, parent education opportunities, and student assemblies. Additionally, students will be able to take part in before and after school enrichment and intervention opportunities such as free music and arts classes and Homework Help.

A third goal we have established is related to science. Fifth grade students are tested on the CST for knowledge of fourth and fifth grade science standards. While our students' scores have shown significant improvement, we would like to see achievement continue to grow school-wide. We have a new science text adoption and are working with personnel from UCLA to assist teachers in implementation of the new program. We have a committee of teachers who will provide staff development for teachers, as science instruction is not always a strength for teachers. We will hold science related family nights and assemblies to encourage family involvement in the study of science, such as Astronomy Night.

The fourth goal set by the Linwood Howe school community is related to physical fitness. Fifth graders are tested on their physical fitness achievement in the spring and some of the results indicate that students may not be prepared to transition to the middle school PE program, particularly the "aerobic capacity" portion of the test. Students may not be as physically active outside of the school day as we would expect. Therefore, our certificated PE teacher and his two aides are working to increase students' physical activity here at school using the SPARKS! curriculum. Our PE coach is also working with other coaches district-wide to calibrate the testing and develop strategies for addressing gaps in achievement. Additionally, we have events such as the Jog-a-thon to promote aerobic activity.

Our final goal is a technology goal. Observations of activity in the computer lab indicate sporadic use of specific software applications and unstructured expectations for students' acquisition of technology skills. One of the barriers to a school-wide understanding of technology integration is the lack of grade level standards for students. Therefore, teachers will work with the computer lab aide to develop grade level technology standards that delineate specific skills students should acquire at each grade level. Another barrier to effective use of technology at Linwood Howe is the teachers' comfort level with computers and software applications. We are working with the district to provide professional development to teachers to build technology capacity. One of our teachers participates in district inservices and he comes back to the site and conducts professional development for teachers on topics such as using PowerPoint and creating podcasts.

**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:

<b>SCHOOL GOAL # 1</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> English Language Learners (ELL) students will meet the AYP target on the 2009 California Standards Test (CST). At least 56.8% of ELL students will score at proficient or advanced on the English language arts portion of the test. At least 58% of ELL students will score at proficient or advanced on the math portion of the test.	
<b>Student groups and grade levels to participate in this goal:</b> All Identified English Language Learners	<b>Anticipated annual performance growth for each group:</b> English Language Arts Goals by Grade Level: 2nd grade- 2009: 38%; 2010 goal: 47% 3rd grade- 2009: 26%; 2010 goal: 65% 4th Grade- 2009: 62%; 2010 goal: 65% 5th Grade- 2009: 29%; 2010 goal: 34%  Math Goals by Grade Level: 2nd grade- 2009: 62%; 2010 goal: 65% 3rd grade- 2009: 37%; 2010 goal: 42% 4th Grade- 2009: 69%; 2010 goal: 69% 5th Grade- 2009 18%; 2010 goal: 25%
<b>Means of evaluating progress toward this goal:</b> Galileo Benchmark Assessments Classroom Assessments	<b>Group data to be collected to measure academic gains:</b> 2010 CST data

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal <sup>(1)</sup></b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date<sup>(38)</sup></b> <b>Completion Date</b>	<b>Proposed Expenditures<sup>(39)</sup></b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Latino Family Literacy Project	Start: January 2009  Ongoing Monthly	Conference Attendance  Instructional Supplies	\$3,600	ELAP
Parent Education Classes	Periodic Throughout the School Year	teacher extra assignment hours  materials	\$2,000	Education Foundation grants  SI Title I
ELD Instruction	Ongoing	None	N/A	N/A
Staff Professional Development on Galileo	February and April 2010	Substitute Teachers	\$5,000	Title I
Math Olympiads	September 2009-March 2010	None	None	NA
After School Intervention Classes	October 2008- June 2009	Instructors	\$4,000	Title I
Supplemental Instructional Materials	January 2009	Measuring Up books	\$5,000	Title I  Education Foundation school focus grant  SI
Book Clubs	ongoing	none	N/A	N/A

(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><b>SCHOOL GOAL #2</b>                  (Based on conclusions from Analysis of Program Components and Student Data pages)                  Socioeconomically Disadvantaged (SED) students will meet the AYP target on the 2009 California Standards Test (CST). At least 56.8% of SED students will score at proficient or advanced on the English language arts portion of the test. At least 58% of SED students will score at proficient or advanced on the math portion of the test.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  Socioeconomically disadvantaged students in grades 2-5</p>	<p><b>Anticipated annual performance growth for each group:</b>                  English Language Arts Goals by Grade Level:                  2nd grade- 2009:46%; 2010 goal: 55%                  3rd grade- 2009: 46%; 2010 goal: 50%                  4th Grade- 2009: 62%; 2010 goal: 65%                  5th Grade- 2009: 50%; 2010 goal: 56%</p> <p>Math Goals by Grade Level:                  2nd grade- 2009: 71%; 2010 goal: 75%                  3rd grade- 2009: 46%; 2010 goal: 52%                  4th Grade- 2009: 69%; 2010 goal: 72%                  5th Grade- 2009: 35%; 2010 goal: 45%</p>
<p><b>Means of evaluating progress toward this goal:</b>                  Galileo Benchmark Assessments                  Classroom assessments</p>	<p><b>Group data to be collected to measure academic gains:</b>                  2010 CST data</p>

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal <sup>(1)</sup></b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date<sup>(38)</sup></b> <b>Completion Date</b>	<b>Proposed Expenditures <sup>(39)</sup></b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Family Nights	Periodic Throughout the Year	None	None	PTA and Linwood E Howe Boosters
After School Homework Help	January 2009-June 2010	Teacher Hourly	\$4,000	Linwood E Howe Boosters
Parent Education Nights	Periodic Throughout the Year	Teacher Extra Assignment Hours  Materials	\$2,000	Education Foundation Grants  SI Title I
Math Olympiads	September 2009-June 2010	Membership Dues	\$200	Education Foundation Grant
Singapore Math	October 2009-June 2010	Consultant  Conferences	\$7,000	Education Foundation Grants  Donations
After School Enrichment Classes	October 2009-June 2010	Instructors  Materials	\$9,000	PTA Donation
Assemblies	October 2009-June 2010	Presenters/ Performers	\$4,100	PTA Donations
Galileo Professional Development Days	February and April	Substitute Teachers	\$5,000	Title I
Supplemental Instructional Materials	January 2009	Measuring Up Books	\$5,000	Title I  Education Foundation Grants  SI

(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)**

<b>SCHOOL GOAL #3</b> (Based on conclusions from Analysis of Program Components and Student Data pages) 62% of fifth grade students will score proficient or advanced on the science portion of the California Standards Test (CST).	
<b>Student groups and grade levels to participate in this goal:</b> all students, all grade levels	<b>Anticipated annual performance growth for each group:</b> All Students: 5th Grade- 2009: 55%; 2010 goal: 62%  English Language Learners: 5th Grade- 2009: 24%; 2010 goal: 31%  Socioeconomically Disadvantaged Students: 5th Grade- 2009: 44%; 2010 goal: 50%
<b>Means of evaluating progress toward this goal:</b> Classroom Assessment	<b>Group data to be collected to measure academic gains:</b> 2010 CST data

<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal <sup>(1)</sup></b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date<sup>(38)</sup></b> <b>Completion Date</b>	<b>Proposed Expenditures <sup>(39)</sup></b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Family Nights	Periodic Throughout School Year	None	None	PTA Volunteers
Teacher Professional Development	Periodic Throughout School Year	None	None	UCLA partnership
Service Learning Projects	Periodic Throughout School Year	Trout in the Classroom	\$1,720	Education Foundation Grants
Science Fair	April 2010	Awards	\$400	Title I SI
Hands-on School-wide activities (ie. Egg Drop)	Periodic Throughout School Year	Awards supplies	\$400	Title I SI

- (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><b>SCHOOL GOAL #4</b>                  (Based on conclusions from Analysis of Program Components and Student Data pages)                  80% of fifth grade students will meet 5 out of 6 fitness criteria on the California Physical Fitness Test with 75% of the fifth grade students will be in the Healthy Fitness Zone for aerobic capacity.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  All students, all grades</p>	<p><b>Anticipated annual performance growth for each group:</b>                  Physical Fitness Goals:                   Percentage of Students Meeting 5 out of 6 Fitness Criteria-                  2009: 77.3%; 2009 goal: 80%                   Percentage of Students in the Healthy Fitness Zone for Aerobic Capacity-                  2009: 73.9%; 2009 goal: 75%</p>
<p><b>Means of evaluating progress toward this goal:</b>                  PE assessments</p>	<p><b>Group data to be collected to measure academic gains:</b>                  2010 5th Grade Physical Fitness Test Scores</p>

<b>SCHOOL GOAL #4</b>				
<b>Actions to be Taken to Reach This Goal</b> <sup>(1)</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <sup>(38)</sup> <b>Completion Date</b>	<b>Proposed Expenditures</b> <sup>(39)</sup>	<b>Estimated Cost</b>	<b>Funding Source</b>
Jog-a-thon	March 2010	Awards decorations	\$400	SI Donations
Jump Rope for Heart	February 2010	None	None	None
After School Enrichment Classes	October 2009-June 2010	Instructors	\$9,000	PTA Donations
SPARK Curriculum implemented by certificated PE teacher and aides	September 2009-June 2010	PE Equipment	\$1,000	Title I SI Donations

(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)**

<b>SCHOOL GOAL #5</b> (Based on conclusions from Analysis of Program Components and Student Data pages) Develop and implement grade-level standards for technology.	
<b>Student groups and grade levels to participate in this goal:</b> All students, all grades	<b>Anticipated annual performance growth for each group:</b> Every student will complete at least one document or project based on the grade-level technology standard for his/her grade.
<b>Means of evaluating progress toward this goal:</b> Student work	<b>Group data to be collected to measure academic gains:</b>

<b>SCHOOL GOAL #5</b>				
<b>Actions to be Taken to Reach This Goal (1)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date<sup>(38)</sup></b> <b>Completion Date</b>	<b>Proposed Expenditures<sup>(39)</sup></b>	<b>Estimated Cost</b>	<b>Funding Source</b>
development of standards	February 2009-June 2009	None	None	N/A
all students have regular access to the computer lab	September 2009-June 2010	Computer Lab Instructional Aide	\$10,000	Title I Project TIE Grant
Various Technology Items	September 2009-June 2010	LCD Projectors SMART Boards Document Cameras Laptop Computers Digital Cameras	Unknown	Education Foundation Grants
Galileo Benchmark Assessment Software and Support	September 2009-June 2010	ATI Galileo Software		

(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	316	314	308	70	69	69	39	40	39	13	14	16
Growth API	777	807	798	828	835	856						
Base API	765	792	802	835	837	833						
Target	5	5	A	A	A	A						
Growth	12	15	-4	-7	-2	23						
Met Target	Yes	Yes	No	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	169	157	154	87	93	94	135	138	110	39	34	42
Growth API	740	777	762	725	746	745	732	777	759			
Base API	717	753	770	670	734	742	706	751	771			
Target	5	5	5	7	5	5	5	5	5			
Growth	23	24	-8	55	12	3	26	26	-12			
Met Target	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No			

**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%
<b>Met Target</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

**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	99	100	99	98	100	100	100	100	98	100	100	100
Number At or Above Proficient	139	166	175	40	42	49	18	23	22	7	9	10
Percent At or Above Proficient	44.0	52.4	57.2	57.1	60.9	71.0	46.2	57.5	57.9	53.8	60.0	62.5
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	--	--	--	--	--	--

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	99	100	100	96
Number At or Above Proficient	59	70	79	22	32	41	46	63	56	6	9	11
Percent At or Above Proficient	34.9	44.0	51.3	25.3	34.4	43.6	34.1	45.0	51.4	15.4	24.3	27.5
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 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	99	100	99	98	100	100	100	100	98	100	100	100
Number At or Above Proficient	178	182	192	47	47	52	23	25	22	11	11	11
Percent At or Above Proficient	56.3	57.4	62.7	67.1	68.1	75.4	59.0	62.5	57.9	84.6	73.3	68.8
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	-	-	-	-	-	-

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	99	100	100	96
Number At or Above Proficient	80	75	85	43	35	50	66	66	58	9	7	10
Percent At or Above Proficient	47.3	47.2	55.2	49.4	37.6	53.2	48.9	47.1	53.2	23.1	18.9	25.0
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 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	
	#	%	#	%	#	%	#	%	#	%	#	
<b>K</b>												
<b>1</b>	4	14	5	18	9	32	9	32	1	4		28
<b>2</b>	1	4	11	41	12	44	3	11				27
<b>3</b>	1	4	10	40	7	28	4	16	3	12		25
<b>4</b>	2	13	5	33	7	47			1	7		15
<b>5</b>	2	15	8	62	3	23						13
<b>6</b>												
<b>7</b>												
<b>8</b>												
<b>9</b>												
<b>10</b>												
<b>11</b>												
<b>12</b>												
<b>Total</b>	10	9	39	36	38	35	16	15	5	5		108

## Appendix B - Analysis of Current Instructional Program

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

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

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

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)  
The State and local assessments that are used to improve student achievement and to inform and modify instruction. The following assessments are use:

Galileo Benchmark Assessments in Language Arts and Mathematics

STAR Test Data

Open Court Reading Unit assessments, including writing prompts, comprehension check points

Fluency assessments

District developed Math assessments

Teacher designed assessments

Johnston Spelling Inventory

Basic Phonics Skills Test (BPST)

Phonemic Awareness Assessments such as segmenting, oral comprehension (Kindergarten/First Grade)

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)  
Teachers use Galileo Benchmark Assessment Data to drive instruction and design intervention. Grade level teams examine data from Development Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given three times yearly in first through fifth grades. This data provides teachers with a probability of student success on the California Standards Tests administered each year in the late spring. Additionally, the data offers teachers an opportunity to engage in curriculum calibration to continue to improve instruction.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)  
100% of certificated teachers are highly qualified.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)  
Teachers have completed professional development training pertinent to the this year's science textbook adoption. Additionally, the Principal completed necessary requirements of AB75/AB430 training as of August 2009.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)  
All faculty at Linwood E. Howe Elementary School have met the requirements necessary and are highly qualified and fully credentialed according to NCLB.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)  
The general monthly organization of professional development/grade level collaboration for teachers at Linwood E. Howe Elementary School includes the following on Wednesday afternoons, over the course of each month:

Staff Meeting  
 Professional Development/Galileo  
 Grade Level Meetings  
 Project TIE-technology professional development

Additionally, teachers have a one hour block of time every other week to meet as a collaborative grade-level team.

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

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)  
 Ongoing instructional assistance and support for new teachers is provided by the Beginning Teacher Support and Assessment personnel (BTSA TOSA's). The teachers who staff our Resource Specialist Program provide continuous support and suggestions to teachers to help students who are struggling in various areas of the curriculum. Other specialists provide consultation and support to teachers of students with special needs, including the school psychologist and occupational therapist.
8. Teacher collaboration by grade level (EPC)  
 At Linwood E. Howe Elementary School the Physical Education program provides for a thirty minute daily (4 times per week) opportunity for teachers to collaborate across grade levels. Twice each month, the students participate in a one hour Physical Education class during which time the teachers of each grade level collaborate on curricular areas, to examine data, and to plan unit lessons and intervention and enrichment. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate.

#### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)  
 All teachers across all grade levels at Linwood E. Howe Elementary School adhere to the California Content Standards. All instructional materials are standards based and in social studies and in science the materials are from the recent State adoptions. Essential standards have been identified by teacher teams and are being taught across the grade levels. Benchmark assessments are administered three times each year to students in grades one through five. Kindergarteners are given other appropriate periodic assessments in English Language Arts and Mathematics, including the Johnston Spelling Inventory, Basic Phonics Skills Test (BPST), and phonemic awareness assessments such as segmenting, oral comprehension. Benchmark assessment data is used to inform instruction and to determine intervention and enrichment needs.
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)  
 All teachers are meeting the suggested number of minutes per day for each curricular area.  
**ENGLISH LANGUAGE ARTS:**  
 Kindergarten - 90 minutes  
 First - Third Grade - 150 minutes  
 Fourth & Fifth - 120 minutes  
**MATHEMATICS:**  
 Kindergarten - Fifth Grade - 45-60 minutes  
**ENGLISH LANGUAGE DEVELOPMENT:**  
 Kindergarten - Fifth Grade - 20 minutes
11. Lesson pacing schedule (EPC)  
 At the beginning of the school year, teachers met as grade-level teams to design teaching plans for the year to provide guidance and structure for delivering instruction in the essential California Content Standards in English Language Arts and Mathematics. They used the Culver City Unified School District Essential Standards that were developed last school year as well as the identified standards to be tested at each Galileo Benchmark period to guide their planning. Interim assessments are administered three times

per year to gather data. That data is analyzed and then used to inform instruction for intervention and enrichment.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)  
Culver City Unified School District provides all students across grade levels with standards based instructional materials in all curricular areas.
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)  
Students at Linwood E. Howe Elementary School have available and use the following SBE-adopted and standards-aligned materials:  
Open Court Reading 2002, including English Language Support Guide, Intervention Guide  
EnVision Mathematics, including reteach and enrichment  
Scott Foresman Science  
Houghton-Mifflin Social Studies

#### Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)  
The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. Many classes have regular assistance from parent/grandparent volunteers. They read with students, drill and practice math facts, and generally help with follow up activities which support previous classroom instruction. Many students participate in Book Clubs during the instructional day to support reading comprehension and enjoyment.
15. Research-based educational practices to raise student achievement at this school (NCLB)  
Teachers throughout Culver City are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning deficiencies and identify areas for enrichment. The program we use is called Galileo and it provides periodic benchmark assessments which are used to drive instruction. Grade level teams regularly meet to collaborate and plan this instruction. Beginning in August of 2008, Administrators began working with Dr. Dennis Fox to develop the protocols. All teachers will continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies.
16. Opportunities for increased learning time (Title I SWP and PI requirement)  
At Linwood E. Howe Elementary School, opportunities for increased learning time are funded through School Improvement (SI), Title I, and English Language Acquisition Program (ELAP) monies and are designed to meet the various needs of our diverse population and to raise student achievement. The opportunities are described below:  
  
Homework Help Class is a program that helps students who are struggling with homework completion.  
  
Title I funds are being used to provide substitutes for teachers while they collaborate on creating in-class interventions for students based on district benchmark results. The philosophy is that students need to receive intervention during the school day, rather than before or after school, to ensure intervention delivery.
17. Transition from preschool to kindergarten (Title I SWP)  
Pre-school teachers and kindergarten teachers at Linwood E. Howe meet informally to discuss the needs of pre-schoolers as they transition into kindergarten. The teachers provide information on each individual pre-school student which includes the child's strengths and weaknesses. Additional meetings are held with IEP teams for students who have special needs.

#### PRESCHOOL to KINDERGARTEN TRANSITION GOAL(S)

To help integrate preschoolers into the Linwood E. Howe Elementary School kindergarten program we will:

1. Invite the preschool classes to visit the kindergarten classrooms in the spring
2. Meet with the preschool teachers for an exchange of ideas and suggestions
3. Share a playground with the preschool, which gives us a chance to communicate informally with the preschool teachers
4. Hold a parent information night
5. Provide a special day for Pre-Ks and their parents to spend the morning in the kindergarten classes with joint activities for the children
6. Invite pre-K parents to our spring Open House
7. Parent organized August welcome to Linwood Howe School activity for pre-Ks and their families

#### ELEMENTARY to MIDDLE SCHOOL TRANSITION GOAL(S)

Upper elementary school teachers assist students in the transition into the Culver City Middle School by doing the following:

1. Use team teaching across the grade level
2. Teach organizational strategies
3. Teach pacing strategies through long term projects
4. Have Middle School students visit our campus to talk to the students
5. Take students to Middle School orientation
6. Monitor math placement tests
7. Use homework agenda for all teachers
8. Invite parents to Middle School orientation for parents
9. Provide for bi-annual articulation between 5th and 6th grade teachers

#### Involvement

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

The following resources are available to the students of Linwood E. Howe Elementary School:

School-wide Science Fair

Symphonic Jazz Orchestra Music Classes

Artist's in Residence Training Program through the Music Center Education Division

Free Enrichment program/ Arts Technology/ Sports

Art instruction per individual class

Chess Test Tutors

Young Storytellers Foundation Screenwriting Program

Latino Family Literacy Program

Rolling Readers

Book Clubs

PTA and Booster Club Sponsored events such as Family Nights

Field trips and assemblies funded by PTA

Math Olympiads

High School Cross-age Homework Tutoring

Actors' Gang

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

In an effort to increase parental involvement the following opportunities exist:

English Learner's Advisory Committee

School Site Council

PTA

Linwood E Howe Boosters

School website

Volunteer opportunities in classrooms, on field trips, and school wide extra-curricular activities

Latino family Literacy Project

Parent education opportunities including computer classes

Parent Resource Room

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)  
Parents represent Linwood E. Howe on the District English Language Advisory Committee (DELAC) and the district Gifted and Talented Education (GATE) Committee.

#### Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)  
Listed below are services provided by categorical funds that enable underperforming students to meet NCLB standards:

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

Discretionary Block Grant Funds AB 1802: Books, Instructional Supplies, AT1 (contract for benchmark assessment software)

ELAP: After School Tutoring Program, conferences

Title I: Kindergarten Instructional Aides, Bilingual clerk/Parent Liaison, After school classes

**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.	\$58,043.71
<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): Discretionary Block ELAP	\$11,916.78 13,511.77
Total amount of state categorical funds allocated to this school	\$83,472.26



Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$91,612.15
<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 type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	\$
<b>Total amount of federal categorical funds allocated to this school</b>	<b>\$91,612.15</b>

<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$175,084.41</b>
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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 (Linwood E. Howe 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 Committee

Other (***list***)

Staff Leadership Committee

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

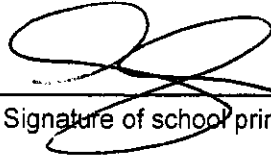
academic performance.

6. This school plan was adopted by the school site council on: February 19, 2010

Attested:

Amy Anderson

Typed name of school principal



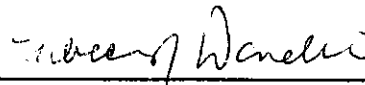
Signature of school principal

2/19/10

Date

Rebecca Danelski

Typed name of SSC  
chairperson



Signature of SSC chairperson

2/24/10

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:**

Linwood E. Howe Elementary School

THREE WAY COMPACT FOR 2008-2009

WE ARE A SCHOOL WHERE CHARACTER COUNTS

The Linwood Howe School Student's Commitment

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

Therefore, I will be responsible for the following:

- \* Using all the following Pillars of Character in my daily life: Trustworthiness, Respectfulness, Responsibility, Fairness, Caring, and Good Citizenship.
- \* Being responsible about my own behavior by following all school and classroom rules.
- \* Respecting the rights of others to learn without distraction and disruption.
- \* Coming to school on time, every day, and being prepared to do my best.
- \* Complete all in-class and homework assignments, on time.
- \* Spending time at home reading and studying.
- \* Asking for help from teachers and parents, when needed.
- \* Keeping open communication with my family by sharing information about my school day..

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Student's Signature Date

### **Parents Pledge:**

The Linwood Howe School Parent's Commitment

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

- \* Modeling the same Pillars of Character traits that your child is expected to follow at school: Trustworthiness, Respectfulness, Responsibility, Fairness, Caring, and Good Citizenship.
- \* Supporting the school and district's homework, discipline, and attendance policies.
- \* Being involved in my child's education through participation in school events such as Parent Conferences, Back to School Night, PTA functions, and Open House.
- \* Providing a quiet place, time, and materials needed for my child to study and complete homework.
- \* Encouraging my child to complete his/her homework.
- \* Making sure my child gets an adequate night's sleep and a healthy diet.
- \* Having my child attend school regularly and on time.
- \* Listening to, encouraging, or reading with my child on a daily basis.
- \* Reviewing all school communications and returning notices.
- \* Keeping open communication with my child by listening to his/her concerns.

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Parent's/Guardian's Signature Date

### **Staff Pledge:**

The Linwood Howe School Teacher's Commitment

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

- \* Modeling the same Pillars of Character Traits that our students are expected to follow: Trustworthiness, Respectfulness, Responsibility, Fairness, Caring, and Good Citizenship.
- \* Providing a challenging and positive instructional program to teach all students.
- \* Teaching grade level standards and addressing the individual needs and strengths of all students.
- \* Assigning appropriate homework with clear instructions.
- \* Correcting and returning appropriate work in a timely manner
- \* Helping students follow the school and classroom rules.
- \* Assisting parents with how to help children at home.
- \* Maintaining open communication with parents, to include them as partners in their child's education and behavior.

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Teacher's Signature Date      Principal's Signature Date

**Appendix F - School Site Council Membership: Linwood E. Howe Elementary School**

Education Code Section 64001 requires that the 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
Irma Berganza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rebecca Danelski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rebecca Perry-Cogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ashoo Jain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Keith Fine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Margie Cunningham	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tracey Burns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Hodge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jo Marie Taylor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Anderson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

(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**

**3/9/2010**

**9.7**

**9.7 Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Culver City 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 City 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 City High School.

Moved by:

Seconded by:

Vote:

## The Single Plan for Student Achievement

### Culver City High School

School Name

19-64444-1932201

CDS Code

Date of this revision: 1-21-2010

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: Pam Magee  
Position: Principal  
Telephone Number: (310) 842-4200, ext. 3321  
Address: 4401 Elenda St.  
Culver City, CA 90230-4101  
E-mail Address: pammagee@ccusd.org

### Culver City Unified School District

School District

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

The District Governing Board approved this revision of the School Plan on March 9, 2010.

## II. School Vision and Mission

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

We believe that:

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

### CULVER CITY HIGH SCHOOL BELIEFS

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

Culver City High School believes:

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



### III. School Profile

CCUSD is located five miles northeast of Los Angeles International Airport and has a resident population of about 40,500 residents. During the day, the city's population triples due to the fact that it is home to Sony Studios and other smaller studios. As a suburb of Los Angeles, the school enjoys a student body from a wide range of social, ethnic, and cultural origins and experiences. Being home to the largest Muslim mosque on the West Coast and to Sony Studios contributes to this diversity. Like most of Los Angeles, the housing prices in Culver City have increased dramatically in the past few years, which has prevented younger families from settling in our city. To help offset the declining enrollment, the district has issued permits for attendance to students who reside outside of the city's limits.

CCUSD adopted the California State Standards which are the driving force behind each lesson. Additionally, CCHS continues to embed its Student Outcomes or Expected Schoolwide Learning Results (ESLRs) into its educational community and its curriculum on a regular basis in hopes of making each student a: Critical Thinker, Self-Guided Achiever, Involved Citizen, Quality Producer, Collaborative Worker, Adaptable Problem Solver, and Effective Communicator.

The 2009-2010 school year began with over 2,300 students enrolled. This number fluctuates throughout the year and ranges from 2,250 students to 2,300 students. As the school's enrollment has grown, its demographics have also slightly changed with the largest percentage of increase in the Multiple/No Response category. CCHS's student population distribution is as follows: Hispanic 36.6%; African American 24.9%; White 22%; Asian 10.4%; Filipino 2.5%; Pacific Islander 1.0%; American Indian .06%; and Multiple/No Response 1.8%. The school's diversity provides for 32 languages to be spoken on campus; 8.25% of the students are English language learners.

Culver City High School's vision statement, "Learn to Achieve. Achieve to Learn. Tomorrow Starts Today," is an integral part of the student outcomes at CCHS and was developed as a result of collaboration of parents, community and faculty members. The mission of CCUSD is to ensure that each student possesses the academic and personal skills necessary to achieve his/her highest potential as a valued and 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. The collective staff, parents and community subscribe wholeheartedly to this mission and firmly believe that each student is capable of success.

This year the CCHS leadership team along with other staff, students, parents, and community members developed a mission statement and strategic action plan for the high school. Our new Mission Statement is: "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 life-long learners and contributing members of our global society." The strategic action plan defines our school goals and objectives.

#### Significant Developments

As with many schools, CCHS has had changes in its site leadership team. Staff have enjoyed relative stability with administration with Pam Magee as Principal since July, 2005. Kim Indelicato, Assistant Principal, Discipline, Attendance, and Activities, joined the administrative team in July, 2006. Dylan Farris assumed an Assistant Principal position in February, 2008. Mr. Farris oversaw attendance and activities through Spring of 2009, and now serves as the Assistant Principal, Curriculum & Guidance. Ian Drummond joined the staff this year as Assistant Principal, Discipline, Attendance, and Athletics.

To increase department collaboration, Ms. Magee facilitated the implementation of a new bell schedule. The bell schedule, adopted in the 2007-2008 school year, has staff collaboration time built in on Wednesday afternoons to allow time for teachers to collaborate to analyze data, continue to work on pacing guides, and to work on curriculum.

Since the 2006-07 school year, each department has been spending a significant amount of time analyzing student achievement data, writing common area mid-terms and common area finals. In doing so, the departments continue to align their programs.

Assessment data drives instruction at CCHS. In addition to providing common assessments within subject areas, CCHS instituted Benchmark testing through the Galileo program in 2007. The data yielded from the testing informs teachers about student progress. Teachers adjust instruction and design interventions using the results. This

program was instituted in the English Language Arts and Mathematics departments and is expected to be expanded to include other subject areas in coming years.

Due to its continued increasing success, CCHS was offered the chance to apply for California Distinguished School status in 2004. The Centaur educational community was awarded this distinct honor in Spring 2005.

In order to expand upon the Japanese program offered at the lower grades in CCUSD, CCHS adopted curriculum for AP Japanese and started to offer it during the 2006-07 school year. Additionally, during the same school year, AP Government and AP Economics were divided into two courses to provide more learning time for students in each subject area.

CCHS realized its continued need to re-institute AVID (advancement via individual determination) to assist targeted students with their continued success. During the 2006-07 school year, a section of AVID was added to the Master Schedule and is funded by both the district and through a Culver City Education Foundation (CCEF) Grant (funding tutors). The program was expanded during the 2007-2008 and again during the 2008-2009 school year and now serves over 90 students.

CCHS began a schoolwide writing initiative during the 2008-2009 school year led by Mr. Farris. All teachers participated in developing writing prompts and rubrics that are appropriate for the subjects they teach and work with department members to score essays and discuss their findings.

The English Department implemented an online writing program, My Access, for all 9th, 10th, and 11th graders to expand writing opportunities for our students. The school received a grant to upgrade the hardware in the English Lab which has improved implementation of this program.

CCHS piloted a study skills class which emphasizes literacy development during the 2008-2009 school year. The Scholastic Read 180 program is a major component of the class, which is designed to support students who have not passed the ELA portion of CAHSEE or who scored below proficiency on the English CST. The math department developed the numeracy course to offer support to students who have been identified as at risk of not passing or who have not passed the math section of the California High School Exit Examination (CAHSEE).

Link Crew, a freshman support program, was implemented at CCHS during 2008-2009 under the guidance of Ms. Indelicato. 11th and 12th graders who have been recruited and trained serve as Link Leaders who each work with a small group of 9th graders. This bridge program is designed to help incoming freshmen acclimate to high school and to build a sense of community within the 9th grade class and throughout the school.

The CCHS Counseling and Guidance Department includes five academic counselors and a college counselor. Budget limitations have resulted in the loss of two positions at CCHS. At-risk counselors for attendance and behavior were eliminated for the 2009-2010 school year. The department has adopted the America School Counselors Association's National Model and participated in extensive training. Last year the department has expanded their services to include frequent classroom presentations and the use of data to assess program effectiveness.

The Regional Occupations Program (ROP) is another strength of the school. Students have opportunities to pursue elective courses that will explore different vocations. Currently, CCHS offers ROP classes in culinary arts, digital photography and animation, sports therapy and sports medicine, computer applications, fashion merchandising, careers with animals, and automotive technology.

#### IV. Comprehensive Needs Assessment Components

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

CCHS has an Academic Performance Index (API) score of 775. This is a dramatic increase from the 2008 score of 750. The scores have been increasing over the past few years. In 2006, our API score was 732. In 2007 the score increased to 751. The school did not reach the target growth of 5 points in the 2007-2008 school year, actually losing one point. The API score improved by 25 points from 2008 to 2009.

All student groups met API growth targets for 2009 with the exception of students with disabilities. Student with disabilities as a group improved their overall API score by 8 points, but missed the target growth of 15 points.

Annual Yearly Progress (AYP) goals were also met by most student sub-groups. In the area of English Language Arts, 69.5% of students at CCHS scored proficient or above. All student subgroups met growth targets except English Learners. The 2009 target for high schools was a proficiency rate of 44.5%. Only 27.4% of our EL students demonstrated proficiency or above.

Similarly, the math target was a rate of 43.5%. Overall, CCHS produced a score of 59.1% proficient or above. 27.1% of English Learners (EL) students at CCHS scored proficient or above. Students with disabilities also failed to meet targets, however the population is not deemed statistically significant for the report due to a relatively low population at CCHS; therefore, the results did not impact the overall AYP score of the school. For these reasons, the school has identified students with disabilities and EL as an area of focus for the 2009-2010 school year.

Achievement gaps continue to exist in both areas of English Language Arts (ELA) and Mathematics. While all subgroups demonstrate significant improvement in achievement, there is still some disparity in the scores among subgroups. On the English Language Arts exam, 87.5% of white students scored at proficient or higher. 75% of Asian students are proficient or better. In contrast, 65.2% of African American students scored proficient or higher. The rate for Hispanic students is 61.1%, English Learners is 27.4%, Socio-Economic Disadvantaged is 58.6%, and 27% of Students w/Disabilities scored proficient or higher. On the math exam, 78.4 % of white students were proficient or above, Asians performed at a rate of 78.6%, while African-American students scored at 48.9%, Hispanic students were 48.2%, English Learners scored 27.1%, socioeconomically disadvantaged (SED) students scored 44.8%, and students with disabilities scored at 17.1%.

##### B. Surveys

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

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

##### C. Classroom Observations

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## V. Description of Barriers and Related School Goals

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

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

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

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

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

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

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

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

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



**VI. Planned Improvements in Student Performance**

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

<p><b>SCHOOL GOAL # 1</b>  <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b>                  CCHS strives to support all departments in providing an effective educational program that is aligned with state content standards. In doing so, students will be more likely to master curriculum and achieve proficiency as evidenced on state standardized tests.</p> <p>CCHS will place particular emphasis on supporting the subject areas of math and English language arts. English language arts and math will help improve achievement in all subject areas.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  All students will benefit from added support of school educational programs.</p>	<p><b>Anticipated annual performance growth for each group:</b>                  This support is intended to assist all students and departments in meeting the annual AYP growth targets in every area.</p>
<p><b>Means of evaluating progress toward this goal:</b>                  Performance on state standardized tests, the CAHSEE, student grades, and graduation rates will be evaluated on an annual basis by the faculty and staff to determine the ongoing needs of our student body. The administration and faculty will disaggregate the data to determine the strengths and needs of our educational program.</p>	<p><b>Group data to be collected to measure academic gains:</b>                  Standardized test scores.                  CAHSEE test results.                  Student grades.                  Graduation rates.                  College admissions test results (ie. SAT, ACT).</p>

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal (1)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date<sup>(38)</sup></b> <b>Completion Date</b>	<b>Proposed Expenditures<sup>(39)</sup></b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Teachers will be provided with opportunities for professional growth and development. The school will support teachers in their development by funding professional development costs, including substitutes for teachers when they attend training.	August to June	Conferences, Substitutes, travel, lodging, transportation	\$5,000	School Improvement Funds
Teaching materials will be renewed as necessary and as proscribed by district policy. Supplementary and ancillary materials will be made available for teachers in order to augment and supplement the currently available textbook resources. This includes, but is not limited to, educational software, media resources, subscriptions to educational publications, visual resources, and materials for student projects.	August to June	Textbooks, software, visual aids, subscriptions, project materials	\$1,000	School Improvement Funds
Teachers will be provided with opportunities to collaborate in an effort to produce lessons and units of study. Furthermore, teachers are encouraged to collaborate in order to discuss the progress of classes and individual students and to plan educational interventions when appropriate. Sub costs may be incurred to facilitate classroom observations and / collaboration time.	August to June	Substitutes, paid hours outside the school day	\$2,000	School Improvement Funds
Field trips will be made available to enhance the educational experience of students. Transportation and admission fees will be paid for as is appropriate.	September to June	Substitutes, transportation, buses, admission fees	\$2,000	School Improvement Funds
Leadership Team will annually review academic support and intervention services and will make recommendations accordingly. (including, but not limited to before and after school tutoring). Funds will be made available to support intervention services for students.	September to June	Hourly pay for tutors	\$16,000	School Improvement Funds
All faculty will participate in the School-wide Writing Initiative. A quarterly writing assignment will be administered in all classes. These assignments will be collaboratively created in department meetings. Resulting products will be discussed to determine writing needs within subject areas.	September to June	Guest speaker fees	\$1,000	School Improvement Funds
The math department will review placement in courses according to grades, placement tests, teacher recommendations and CST and CAHSEE scores, where appropriate, to ensure success in	May & June, August & September	None	N/A	N/A



and readiness for course placement.				
<p>English and math department members will plan benchmark assessments and distribution of essential standards at the beginning of the school year.</p> <p>English and math department members will review benchmark tests and recommend revisions so that they will accurately reflect the curriculum being taught.</p> <p>English and math departments will review and analyze benchmark results three times a year to 1) identify instructional practices that yield the best results and 2) identify areas of intervention need.</p>	As proscribed by benchmark test schedule	N/A	N/A	N/A
<p>English and math departments will continue to create and revise common assessments, the results of which will be reviewed and analyzed to 1) make curriculum decisions, 2) identify instructional practices that yield the best results, 3) identify areas for intervention.</p>	Quarterly	N/A	N/A	N/A

- (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><b>SCHOOL GOAL #2</b>  <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b>                  Data will be analyzed on an ongoing basis by teachers, staff, and students to evaluate the progress of students.</p> <p>A variety of assessment methods will be used including common assessments (unit tests, midterms, and finals), benchmark testing, individual teacher assessments, CAHSEE, AP tests, state tests, and grades to generate data that will drive the instructional program. Based on the data, the faculty will collaborate to generate unit plans, lesson plans, and intervention plans to address areas of need among individual students, specific student groups, and entire classes.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  All students in all subject areas will benefit from this goal and model of instruction. Special emphasis is placed on the progress of our English Learner students and our Special Education students. While growth is projected in all subject areas, the Galileo program is being piloted in the Mathematics and Language Arts departments in an effort to increase proficiency in those subject areas.</p>	<p><b>Anticipated annual performance growth for each group:</b>                  All groups will meet or exceed the AYP goal established by the State of California.</p>
<p><b>Means of evaluating progress toward this goal:</b>                  Progress will be measured by the level of participation of faculty in the use of benchmark assessments and ultimately by the performance of subgroups on California standardized tests.</p>	<p><b>Group data to be collected to measure academic gains:</b>                  Benchmark tests, CAHSEE scores, and state standardized test scores.</p>

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal <sup>(1)</sup></b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date<sup>(38)</sup></b> <b>Completion Date</b>	<b>Proposed Expenditures<sup>(39)</sup></b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Department and subject area collaboration will be facilitated twice monthly during allotted collaboration times. The bell schedule was revised during the 2007-2008 school year to accommodate early release on Wednesdays.	August to June	Guest speakers / facilitators	\$0	
Departments will analyze the results of state tests annually. Each teacher will review the performance of their individual classes on questions relating to specific standards and sub-standards to determine adjustments that need to be made in pacing and instruction. Departments will review the performance of students in their respective subject areas.	August - October	Guest speakers / facilitators	\$0	
Teachers will collaborate to develop common assessments such as unit tests, midterms, and final exams. Teachers will review the results together to identify instructional practices that yielded the best results. Interventions will be implemented to support students not making progress toward proficiency.	September to June	Substitutes	\$0	
Teachers will utilize benchmark assessments to periodically evaluate the progress of students. Teachers will apply intervention strategies to support students in keeping up with standards.	September to June	Sustitutes, software fees, facilitators	\$0	
The results of the CAHSEE will be reviewed annually to identify curricular needs of 9th and 10th grade students.	April to June	None	\$0	
AP tests results will be analyzed to determine strengths and needs within the AP program.	June to September	None	\$0	
State test scores will be used to identify students that may be eligible for programs such as AVID, Honors, and AP, as well as remedial programs.	September to June	Substitutes	\$0	

(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><b>SCHOOL GOAL #3</b>  <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b>                  All students will make adequate progress toward proficiency in all subject areas.</p> <p>While there are students in every subgroup that have not achieved proficiency in every area, subgroups that are not making progress as a group will be the primary focus for providing support. Focus groups identified as a prioritized area for growth improving subgroup performance on CSTs and identifying an appropriate plan for EL student achievement.</p> <p>Growth targets: The subgroups of English learners and students with disabilities will make significant progress towards meeting their annual measurable objectives for their AYP/API subgroup targets.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  All students with emphasis on ELD and SpEd students.</p>	<p><b>Anticipated annual performance growth for each group:</b>                  The goal is for all students to meet the AYP, pass the CAHSEE, and achieve proficiency on all tested subject areas.</p>
<p><b>Means of evaluating progress toward this goal:</b>                  Analysis of disaggregated test scores and passage rate of the CAHSEE.</p>	<p><b>Group data to be collected to measure academic gains:</b>                  Grades, CAHSEE passage rate, disaggregated state test results</p>

<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal <sup>(1)</sup></b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date<sup>(38)</sup> Completion Date</b>	<b>Proposed Expenditures <sup>(39)</sup></b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>In addition to analyzing data for all subgroups as described in goals 1 and 2, the data analysis for underperforming subgroups will be shared with all subject area departments in order to develop subject specific strategies for increasing performance.</p> <p>CST and CAHSEE data for all EL students will be provided to all ELD and SDAIE teachers at the beginning of the year in order to identify needs of EL students.</p> <p>CELDT Data will be provided to all ELD and SDAIE teachers as re-leveling occurs in order to identify needs and placement of EL students.</p>	September to June	Facilitators	\$0	
<p>Teachers of ELD students will meet monthly to discuss progress of students, curricular issues, and program needs with the ELD Coordinator and the ELD Department.</p> <p>Monthly ELAC meetings to increase parent involvement and awareness.</p>	September to June	Hourly pay	\$0	
<p>Teaching assistants will be assigned to mainstream, SDAIE, and ELD classrooms to provide additional support to students in various stages of language acquisition.</p> <p>Provide computer, software, and supplemental resources specific to language development for ELD I and II students.</p>	September to June	Teacher assistants, visual aids, supplementary materials	\$0	
<p>Quarterly, the ELD department may arrange ELD specific SST meetings that include subject area teachers. Compensation will be provided to teachers asked to meet outside of the normal school day.</p> <p>Bilingual guidance technician will assist in student conferences and Spanish translations during meetings and student interventions.</p>	September to June	Hourly pay	\$2,000	School Improvement Funds
<p>Designate a counselor to be the ELD counselor, responsible for ALL EL students in addition to his/her part of the alphabet.</p> <p>Target particular EL classification group for quarterly group intervention meetings with ELD counselor and Assistant Principal.</p>	September to June	Transportation	\$400	School Improvement Funds

Guidance. 11th and 12th grade EL students will be invited to attend a field trip to a college-related field trip once a year.				
Students identified as special education will be evaluated to determine appropriate placement according to 1) grades 2) CST scores 3) teacher recommendations. Students may be placed in a "Co-Lab" classroom in which special ed students are mainstreamed in an effort to increase their exposure to rigorous curriculum. Special ed teachers and subject area teachers will be assigned to Co-Lab classes to provide dual support for special ed students.	August to June	Conferences, transportation, substitutes, lodging, teacher aides	\$0	
All teachers will continue to be trained in differentiated instruction and SDAIE strategies to support students at all levels of academic ability.  ELD, SDAIE, and SpEd teachers will be provided with training in delivering rigorous standards-based lessons to ELs and students with disabilities.	August to June	Conferences, transportation, substitutes, lodging	\$0 - \$1000	School Improvement Funds
Teachers of Co-Lab classes will be provided with prof. development and/or training in the following areas: mainstreaming students with disabilities, team teaching methodologies, collaborative planning for mainstreaming students with disabilities, differentiated instruction.  Special Education and SDAIE / ELD teachers will be provided with training in administering benchmark tests and using the Galileo software to improve instruction based on reports and to create formative tests.	August to June	Conferences, transportation, substitutes, lodging	\$0 - \$1000	School Improvement Funds
Teachers of the Co-Lab classes will meet quarterly (at the minimum) with the Special education department to evaluate the program and discuss appropriate placement, student progress, curricular modifications, grading scales for special education students, and recommended academic interventions.	September to June	hourly pay, substitutes		

- (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><b>SCHOOL GOAL #4</b>  <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b>                  CCHS will strive to provide students with an educational program that infuses curriculum in modern technology in order to prepare our students for higher education, the modern work force, the global society / economy, etc.</p> <p>Teachers will be trained in effective uses of technology in the classroom including, but not limited to, electronic instructional devices (hardware), internet resources, instructional software, assessment programs, and communication tools. Students will be experienced in the use of common applications and information technologies.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  All students.</p>	<p><b>Anticipated annual performance growth for each group:</b>                  Gradual increased proficiency with technological software and programs.</p>
<p><b>Means of evaluating progress toward this goal:</b>                  Student, teacher, and parent surveys.                  Classroom observations.</p>	<p><b>Group data to be collected to measure academic gains:</b>                  Student, teacher, and parent surveys.                  Classroom observations.                  Report from Tech-Center.</p>

<b>SCHOOL GOAL #4</b>				
<b>Actions to be Taken to Reach This Goal (1)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date<sup>(38)</sup> Completion Date</b>	<b>Proposed Expenditures<sup>(39)</sup></b>	<b>Estimated Cost</b>	<b>Funding Source</b>
The Tech-Center will be maintained for class and student use throughout the school year. One staff member will be assigned to coordinate the use of and maintain computer hardware and software in the Tech-Center.	July to June	Technology Technician	\$36,736	School Improvement Funds
Technology will be utilized to support teachers in providing benchmark assessments through programs such as Galileo. Other tests may be offered through the Tech-Center, including AP exams.  Teachers will be trained to utilize Galileo to administer assessments beyond the benchmark assessments.	September to June	Computer hardware, software, maintenance and repair	\$17,600	School Improvement Funds
Curriculum will be supported through curricular software and online resources. Departments will explore and implement the use of appropriate resources to supplement their curriculum. This includes, but is not limited to programs such as My Access, an online essay writing program utilized by the English department to increase the amount of writing and feedback provided to students.	September to June	Training, substitutes, services subscriptions, licenses, software	\$4,125	School Improvement Funds
Communication among students, teachers, parents, and administration will be increased via the high school website, parent portal, teacher web pages, and e-mail.	September to June	Postage, web services fees	\$0	
Students will be trained in the use of word processing, data, and presentation software including, but not limited to Word, Excel, Power Point, etc.	September to June	Teacher training	\$0	
Teachers will access standardized test results through Galileo.	September to November	Teacher training, Tech-Center	\$0	

(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	1559	1653	1672	364	377	352	356	365	400	165	171	169
Growth API	752	750	775	821	816	835	701	710	740	869	862	861
Base API	732	751	750	808	821	816	680	701	710	862	869	862
Target	5	5	5	A	A	A	6	5	5	A	A	A
Growth	20	-1	25	13	-5	19	21	9	30	7	-7	-1
Met Target	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	589	638	658	313	306	311	402	531	501	117	120	123
Growth API	703	705	741	648	647	657	691	708	738	524	508	516
Base API	683	703	705	647	648	647	660	691	708	501	524	508
Target	6	5	5	8	8	8	7	5	5	15	14	15
Growth	20	2	36	1	-1	10	31	17	30	23	-16	8
Met Target	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	No

**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	97	98	98	99	99	98	99	97	98	96	100	100
Number At or Above Proficient	335	330	399	107	99	102	62	70	92	45	41	42
Percent At or Above Proficient	60.1	60.7	69.5	81.7	82.5	87.2	49.2	60.3	65.2	71.4	77.4	75.0
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	95	98	99	93	98	98	95	99	99	93	98	98
Number At or Above Proficient	103	103	135	37	29	26	69	85	109	5	12	10
Percent At or Above Proficient	50.5	45.4	61.1	33.6	25.9	27.4	45.1	46.4	58.6	14.3	24.5	27.0
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	-	No	No	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	98	98	98	99	98	97	98	98	98	98	100	100
Number At or Above Proficient	330	312	339	96	98	91	51	59	69	57	42	44
Percent At or Above Proficient	59.0	57.7	59.1	73.3	82.4	78.4	40.8	50.9	48.9	90.5	79.2	78.6
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	96	97	99	94	99	99	97	99	99	95	100	95
Number At or Above Proficient	103	99	107	48	37	26	70	82	97	4	12	6
Percent At or Above Proficient	49.8	44.0	48.2	43.2	32.7	27.1	44.6	44.8	52.2	11.1	24.0	17.1
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	No	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												
2												
3												
4												
5												
6												
7												
8												
9	9	14	20	32	23	37	8	13	3	5	63	
10	5	9	19	35	26	48	2	4	2	4	54	
11	15	23	31	47	12	18	7	11	1	2	66	
12	8	23	14	40	7	20	4	11	2	6	35	
<b>Total</b>	37	17	84	39	68	31	21	10	8	4	218	

## Appendix B - Analysis of Current Instructional Program

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

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

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

### Standards, Assessment, and Accountability

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

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

In the 2007-2008 school year, benchmark assessments and the use of the Galileo program were implemented at CCHS. It was piloted in the areas of Mathematics and English Language Arts. Students take benchmark tests three times a year. The test results provide assessment data that is analyzed by teachers to identify the need for re-teaching, intervention, and adjustments to instruction. In the coming years, other subject areas will implement benchmark testing, as well.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)  
CCHS prides itself on being an up and coming Professional Learning Community (PLC). As a PLC, CCHS is adept at utilizing data to drive instructional practices.

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

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

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)  
All CCHS teachers have completed the requirements or the equivalency to be classified as highly qualified per the No Child Left Behind legislation.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)  
All CCHS administrators have completed or are in the process of completing AB 75/AB 430 training which

pertains to SBE adopted instructional materials.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)  
CCUSD and CCHS teachers have a variety of opportunities to participate in professional development. Both site and district offer workshops which pertain to collecting and analyzing data to improve instruction, differentiating instruction, using technology in the classroom, writing across the curriculum, and building school culture. All teachers participate in professional development prior to the start of school in August and again in January. Teachers who participate in Advanced Placement, AVID, Read 180, and My Access! received specialized training relating to these research based programs. In addition, some teachers pursue specialized training in their disciplines. This year there is particular emphasis on teaching strategies for English LEarners. Teachers meet monthly to develop effective instructional strategies.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)  
The focus of professional development at CCHS over the past three years has been the utilization of assessment data to drive instruction. Departments have aligned course curricula to content standards, developed pacing guides, and implemented common assessments. The Galileo Initiative implemented throughout CCUSD focuses on using data gathered from interim benchmark assessments to inform timely classroom interventions.
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)  
All teachers who are new to the profession are assigned to a BTSA support provider. Teachers on Special Assignment (TOSAs) work with all CCHS staff members in the areas of technology, data collection and assessment, and instructional development.
8. Teacher collaboration by grade level (EPC)  
At CCHS, we pride ourselves in our creative bell schedule which allows teachers to collaborate inter and intra-departmentally on a weekly basis.

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

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

### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)  
All core courses are aligned to content and performance standards. Scheduled textbook adoptions ensure that materials are current and incorporate the state adopted content standards.
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)  
The instructional program at CCHS adheres to the recommended instructional minutes for all courses.
11. Lesson pacing schedule (EPC)  
Teachers of like courses have developed pacing guides to ensure consistency of instruction.
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)  
All CCHS students have access to standards-based instructional materials that are appropriate for all student groups.
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)  
Textbooks and other materials are standards-aligned.

### Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)  
Underperforming students work with academic counselors help students and parents develop an academic plan to get on track. At risk counselors address other issues the students might have including attendance and behavior. Student Support Teams convene to address concerns raised when student are credit deficient. CCHS offers before and after school tutoring in all academic disciplines. CCHS implemented numeracy and study skills courses to support struggling students in math and language arts.
15. Research-based educational practices to raise student achievement at this school (NCLB)  
CCHS adheres to research based practices to deliver instruction, assess student achievement, and design intervention plans for students, CCHS implemented several research based programs to raise student achievement. My Access!, an online writing program, is available to all students in grades 9-11. This valuable tool provides students with additional feedback on their writing. The Read 180 literacy support program is incorporated into the study skills course.
16. Opportunities for increased learning time (Title I SWP and PI requirement)  
CCHS offers extensive before and after school tutoring programs in English, math, science, social studies, and Spanish. We also provide an organizational workshop and test prep classes.
17. Transition from preschool to kindergarten (Title I SWP)  
N/A

#### Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)  
CCHS offers a variety of support programs for under-achieving students. All classroom teachers are trained to provide differentiated instruction so that students receive appropriate instruction. Counselors advise students who are not meeting potential and place them in appropriate classes and interventions. Counselors also meet with parents to advise them of their child's progress of the opportunities available. Before and after school tutoring is provided in all subjects. Saturday and summer school classes are also offered to students in need of intervention.
19. Strategies to increase parental involvement (Title I SWP)  
Parents are notified of English Language Advisory and other school site meetings through a variety of means including written notes, phone calls, and marquee postings. Recorded messages are sent to parents in English or Spanish, and Parent Newsletters are mailed to each home in English or Spanish.
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)  
Parents, classroom teachers, and other school personnel participate in School Improvement (SI) Council Meetings to plan, implement, and evaluate consolidated application programs. The council meets monthly to review budget requests and program progress. The SPSA plan is reviewed and approved by ELAC.

#### Funding

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

**Appendix C - Programs Included in this Plan**

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter 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.	\$
<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): Discretionary Block	\$
Total amount of state categorical funds allocated to this school	\$

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

<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$</b>
-------------------------------------------------------------------------------------	-----------

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

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

The school site council 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*)  
(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: February 9-2010

Attested:

Pam Magee

Typed name of school principal

*Pam Magee*

Signature of school principal

3/1/10

Date

Brian Sullivan

Typed name of SSC  
chairperson

*[Signature]*

Signature of SSC chairperson

3/2/10

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:***

I realize that my education is important. I know that I am the one responsible for my own success and that I must work hard to achieve it. I agree to do the following:

Attend school every day and arrive on time to all my classes;

Follow all school and classroom rules and regulations including the hat and electronics policies. I will comply with the school dress code;

Put my best effort into my work;

Complete homework and class work on time;

Seek help from teachers and counselors and attend tutoring when having academic difficulties or receiving a grade of D or F;

Make informed decisions, set goals and take action to meet requirements for graduation.

### ***Parents Pledge:***

I realize that my child's education is important. I understand that my participation will help my child's achievement and attitude. I agree to do the following:

See that my child attends school every day and arrives on time; I will provide a quiet place for my child to study at home;

Ensure that my child completes his/her homework;

Attend school activities such as Back-to-School Night, Open House, parent conferences and informational meetings;

Understand the school's discipline, dress code and attendance policies;

Assist my student in making informed decisions, setting goals and taking action to meet requirements for graduation.

### ***Staff Pledge:***

I understand the importance of education and I acknowledge my duties as a teacher and role model. I agree to do the following:

Clearly communicate class work and homework expectations;

Teach grade level skills, concepts, and the California Content Standards; I will return student work in a timely manner;

Regularly communicate with students and parents to support student achievement;

Strive to be aware of the individual needs of students;

Provide a safe and positive learning environment for my students.

Challenge students with rigorous coursework.

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

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures 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
Magee, Pam	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farris, Dylan (Coordinator)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schulte, Penny	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sullivan, Bryan (Chairperson)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mullen, Leona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fien, Pennie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maxwell, Roger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Back, Carrie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chen, Lora	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vanech, Victoria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Witt, Michelle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Smulevich, Natalie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lee, Jackie	<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"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>3</b>

(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**

**3/9/10**

**9.8**

**9.8 Disposal of Surplus Property**

Section 17545 of the Education Code provides that the Governing Board of any school district may sell any property belonging to the district if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use.

Since the property listed below is either obsolete or would be too costly to repair and takes up valuable storage space, it is advisable that it be disposed of through public auction or disposal for scrap if it cannot be sold.

<b>Item Description</b>	<b>Location</b>	<b>District Tag</b>
Toolmaster Cincinnati Mill	HS.ROP Auto Shop	002063
Clausing Lathe Model 4902	HS.ROP Auto Shop	002062
Rockwell Band Saw	HS.ROP Auto Shop	002060
Powermatic Drill Press	HS.ROP Auto Shop	002065
Clausing Lathe #2, Model 6328	HS.ROP Auto Shop	002282
P&H AC-DC Arc Welder	HS.ROP Auto Shop	002070

**RECOMMENDED MOTION:** That the Board of Education approve the disposal, sale, auction or donation of the surplus equipment and furniture listed above.

**Moved by:**

**Seconded by:**

**Vote:**

## BOARD REPORT

3/9/2010

10.1

### 10.1 American Citizenship Awards

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

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

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

## BOARD REPORT

3/9/2010

10.2

### 10.2 Recognition of Arts Education Month

The Culver City Unified School District Board of Education recognizes arts education as an important part of basic education for all students, providing a balanced learning environment that develops the full potential of their minds. The Board of Education proclaims the month of March as Arts Education Month and encourages the celebration of the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts.

**The Culver City Unified School District  
Proudly Recognizes the month of March, 2010 as**

**Arts Education Month**

**WHEREAS**, Arts Education, which includes dance, music, theatre, and the visual arts, is an important part of basic education for all students, kindergarten through grade twelve, to provide for balanced learning and to develop the full potential of their minds; and

**WHEREAS**, through well-planned instruction and activities in the arts, children develop initiative, creative ability, self-expression, self-reflection, thinking skills, discipline, a heightened appreciation of beauty, and cross-cultural understanding; and

**WHEREAS**, experience in the arts develops insights and abilities central to the experience of life, and the arts are collectively a most important repository of culture; and

**WHEREAS**, many national and state professional education associations hold celebrations in the month of March focused on students' participation in the arts; and

**WHEREAS**, these celebrations give Culver City schools a unique opportunity to focus on the value of the arts for all students, to foster cross-cultural understanding, to give recognition to the State's outstanding young artists, to focus on careers in the arts available to Culver City students, and to enhance public support for this important part of our curriculum; and

**WHEREAS**, the Culver City Unified School District Board of Education states in its *Visual and Performing Arts Education Policy* adopted April 20, 2004 that each student should receive a high quality, comprehensive arts education program based on the adopted *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*;

**NOW, THEREFORE, BE IT RESOLVED** that the Culver City Unified School District Board of Education proclaims the month of March, 2010 as *Arts Education Month* and encourages the celebration of the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts.

\_\_\_\_\_  
Steven Gourley, President

\_\_\_\_\_  
Scott Zeidman, Esq., Vice President

\_\_\_\_\_  
Karlo Silbiger, Clerk

\_\_\_\_\_  
Katherine Paspalis, Esq., Parliamentarian

\_\_\_\_\_  
Patricia Siever, Member

\_\_\_\_\_  
Myrna Rivera Coté, Ed.D., Superintendent

## BOARD REPORT

3/9/2010

10.3

### 10.3 Front and Center/CCUSD Theatre Collaborative Presentation

The Front and Center Theatre Collaborative includes the following stakeholders from the Culver City Unified School District's learning community: The Actors' Gang, Center Theatre Group, We Tell Stories, the Culver City Education Foundation and the City of Culver City Cultural Affairs Department. This evening they will introduce a new arts initiative that provides a creative approach to sustaining and increasing theatre arts education during economically challenged times.

The Front and Center Theatre Collaborative has been entirely funded through generous grants from Sony Pictures Entertainment, the Collins Foundation, and the Culver City Education Foundation and supported by the City of Culver City. Partners and stakeholders have contributed their time and expertise to building this initiative.

*Humans tell our story through the arts.... The arts teach us that what we all think or feel cannot be reduced to words. The arts were the first and primary form of communication, a unique means of knowing, thinking, and feeling, based in imagination and cognition...When students engage in the arts they have the opportunity to be smart in different ways.*

- Claudia Cornett

## **Now Presenting – an Unprecedented Theatre Collaborative Created to Support Theatre Education in Culver City Unified School District**



The Front and Center Theatre Collaborative has been formed to sustain and increase theatre education in CCUSD during the current economic downturn and beyond. The collaborative includes stakeholders from the Culver City Unified School District's learning community, The Actors' Gang, Center Theatre Group, We Tell Stories and the Culver City Education Foundation.

*The Front and Center Theatre Collaborative aspires to a future with a sustainable, comprehensive, CCUSD K-12 theatre arts curriculum and program.*

Theatre is a creative, collaborative and cooperative art form and theatre education provides and promotes opportunities for our students to deepen literacy, develop empathy and respect, and be fully engaged and empowered in their own learning. The premier year of this collaborative, 2010-2011 has been entirely funded through generous grants from Sony Pictures Entertainment, The Collins Foundation and the Culver City Education Foundation. Partners and stakeholders have contributed their time and expertise to building this initiative.

*Please meet our professional theatre arts partners...*

### **The Actors' Gang**

The Actors' Gang strives to use our experience as a company and talent to create learning opportunities for young people who might otherwise fall through the cracks of the traditional learning system. The goal of the company's education program is to connect the artistic work of The Gang, a 28 year old non-profit theatre ensemble, with the lives of young people and to contribute

to student learning through interdisciplinary teaching with theatre arts. Working with the Culver City Unified School District, the program is designed to inspire creativity, foster empathy and respect, promote cultural exchange, and create a positive image of self and community.

The Actors' Gang Educational Programs bring students into our theatre at the Ivy Substation after school to work with our professional artists who engage them in theatrical activities where they learn the physical acting style of The Actors' Gang, which is based in commedia dell'arte, theatre vocabulary, technical production, and have the opportunity to apply their knowledge through performance. Housed in a professional theatre, we are able to include theatrical lighting, sound, music, masks, makeup, props, scenery and costumes in our programs. But most importantly, our education programs provide a safe artistic environment where risk taking is encouraged and everyone's contribution is valued through empathy and respect.



Current Actors' Gang/CCUSD Programming includes La Ballona Elementary, Linwood E. Howe Elementary, Culver City Middle School, CCHS Academy of Visual and Performing Arts.





## Center Theatre Group

Center Theatre Group (CTG) is the not-for-profit, 501(c)(3) organization that comprises the Ahmanson Theatre, Mark Taper Forum, and Kirk Douglas Theatre, as well as a variety of new play production and theatre education programs. CTG's mission is to serve the diverse audiences of Los Angeles by producing and presenting theatre of the highest caliber, by nurturing new artists, by attracting new audiences, and by developing youth outreach and arts education programs.

Through CTG's Target Young Audiences Program and Children and Family Program, CCUSD students and teachers gain FREE access to selected performances at the Kirk Douglas Theatre. Prior to each production, educators attend a conference exploring the themes and creative elements of the play using informative Educator Resources and thought-provoking Student Discovery Guides. Each performance includes a pre-show introduction, a full-length production, post-show discussion, and Q & A with cast members.

CTG is beginning an ongoing partnership with the Culver City High School Academy of Visual & Performing Arts, utilizing the artistic resources of CTG to connect and support the AVPA curriculum in mentoring students and creating unique learning opportunities at the Kirk Douglas Theatre.

## We Tell Stories

We Tell Stories is a multi-ethnic community of artists that educates and nurtures young audiences by connecting them with the ancient powers of storytelling and theatre. This 29-year old company has inspired creativity and a love of reading through interactive performances that bring world folklore, fairy tales, literature, legends, and myths to joyful life. Through professional development, student workshops, and storytelling performances, WTS has served nearly 5 million students, teachers, and families throughout Southern California.

WTS' basic theatre/literacy workshops teach students the skills to act out a story without a script. Children learn how to create characters, assimilate grade appropriate story grammar, increase ensemble skills, gain confidence, and critique in a respectful and constructive manner. While WTS frequently focuses on theatre and literacy, we also customize 45 to 60 minute in-classroom student workshops to integrate theatre arts with other curriculum such as history, social studies, math, or geography. We create assembly performances as well

as student workshops on requested topics such as nutrition or anti-bullying. Our most popular professional development seminar is The WTS Method of Turning Stories into Plays, but our team of experienced teaching artists can tailor professional development sessions to meet schools' specific theatre arts integration needs. WTS loves the challenge of creating new work and collaborating with new partners.

In 2009-2010, WTS will perform *On Our Feet in Open Court*, an assembly program that dramatizes stories from the literacy program *Open Court*, for all CCUSD elementary schools. In addition, each elementary school receives a professional development session from WTS founder and Master Teacher, Carl Weintraub, on The WTS Method of Turning Stories into Plays.



*We do not need more and better arts education to develop more and better artists any more than we need mathematics in the core curriculum primarily to develop mathematicians. Rather, we need more and better arts education to produce better-educated human beings, citizens who will value and evolve a worthy American civilization. Better educated human beings: That is the justification for making the arts an essential part of a general or basic education.*

- Charles Fowler



## FRONT AND CENTER PRESENTATION – March 9, 2010

INTRODUCTION – Inez Bush (3 min.)

WE TELL STORIES – Carl Weintraub, Founder; Diana Tanaka, Artistic Director; Gerald James, Core Member (4 min.)

- Theme – LITERACY
- Presentation from assembly program “Let Them Eat Books” – a portion of “The Walrus and the Carpenter” by Lewis Carroll from Through the Looking-Glass. Performance with La Ballona Students - Isabella Chardiet, Kaleb Callaban, Maggie Guthrie, Arely Hernandez and Jacob Miller.

THE ACTORS’ GANG – Vanessa Mizzone, Director of Education (4 min.)

- Theme – EMPATHY & RESPECT
- Theatre in the round presentation performed with Culver City Middle School Students - Folashade Adewunmi, Hannah Berkovich, Lucas Dos Santos, Ricky Ramirez, Mel Rowe, Khrizia Allen Torres, Matthew Villena, Autumn Walters

CENTER THEATRE GROUP – Leslie Johnson, Director of Education and Outreach (5 min.)

- Theme – STUDENT ENGAGEMENT
- Written and Directed by Sheila Silver, Creative Director - Theatre Arts – AVPA. Performed by Culver City High School Students - Adam Caicedo, Sybyl Cowrey, Olivia Finnegan, Justin Forsythe, Olivia Grim, Angi Harvey, Nicole Julian, Amy King, Marina Martinez, Cameron McGowens, Kevin Mitchell, Aaron Moses, Conor Murphy, Sierra Parsons, Tristan Price, Lena Ransfer, Eli Reich

CONCLUSION - Inez Bush (2 min.)

*Participants past and present include: Leslie Adler, Inez Bush, Cynthia Campoy Brophy, Traci Cho, Elizabeth Doran, Sandy Ebejer, Margit Edwards, Kristine Hatanaka, Leslie Johnson, Joel Kimmel, Liz Kinnon, Patty Krause, Gwenis Laura, Geoff Maleman, Vanessa Mizzone, Heather Moses, Susan Obrow, Patrick Owen, Claire Peeps, Janice Pober, Sandy Seufert, Sheila Silver, Tony Spano, Diana Tanaka, Bonnie Wacker, Carl Weintraub, Melinda Williams*

*The Front and Center Theatre Collaborative has been entirely funded through generous grants from Sony Pictures Entertainment, The Collins Foundation and the Culver City Education Foundation. Partners and stakeholders have contributed their time and expertise to building this initiative.*

## BOARD REPORT

3/9/2010

10.4

### 10.4 AVPA Recognition/Theatre

As a part of Arts Education Month we will celebrate our students' achievements in the visual and performing arts. This evening we will recognize the drama students in the AVPA under the direction of Ms. Sheila Silver, Creative Director – Theatre Arts.

**12.1 Presentation of the Second Interim Report for 2009-2010**

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

The Second Interim Report for the 2009-2010 fiscal year is provided under separate cover.

**BOARD REPORT**

**14.1a Approval is Recommended for Resolution #28/2009-2010 Approval and Authorization of Signatures for the Department of Social Services Community Care Licensing on Behalf of Culver City Unified School District**

The State of California's Department of Social Services Community Care Licensing requires that Culver City Unified identify and authorize an individual to sign documentation regarding issues dealing with community care licensing, such as the Office of Child Development. This Resolution will authorize Audrey L. Stephens, Director of the Office of Child Development to sign and execute necessary documents for the Culver City Unified School District's Office of Child Development Program.

RECOMMENDED MOTION: That the Board of Education adopt Resolution #28/2009-2010 Approval and Authorization of Signatures for the Department of Social Services Community Care Licensing on Behalf of Culver City Unified School District.

Moved by:

Seconded by:

Vote:

**RESOLUTION: #28/ 2009-2010**

**The Governing Board of the Culver City Unified School District to Authorize Signatures for the Department of Social Services Community Care Licensing**

The State of California Department of Education Community Care Licensing has required Board approval to designate personnel to sign, receive, and submit all documentation regarding issues dealing with community care licensing.

The Board of Education hereby approves and authorizes the signature of Audrey L. Stephens to sign, receive, and submit all documentation for and on behalf of Culver City Unified School District's Office of Child Development Program.

Adopted and executed on this 9th day of March, 2010.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

\_\_\_\_\_  
President, Governing Board  
Culver City Unified School District

ATTEST:

\_\_\_\_\_  
Secretary, Governing Board  
Culver City Unified School District

**BOARD REPORT**

**3/9/10  
14.1b**

**14.1b Second Reading and Approval of Revised Board Bylaw 9350, Remuneration, Reimbursement, and Other Benefits**

It is recommended practice that the Board of Education review Board Policies and Administrative Regulations on a regular basis. District Administration recommends the revision of Board Policy Regulation, Administration, Superintendent Responsibilities and Duties to reflect new mandated language as specified by the California School Boards Association.

RECOMMENDED MOTION:           That the Board approves the revised Board Bylaw 9350, Remuneration, Reimbursement, and Other Benefits as presented.

Moved by:

Seconded by:

Vote:

REMUNERATION, REIMBURSEMENT, AND OTHER BENEFITS

Remuneration

Each member of the Governing Board may receive the maximum monthly compensation as provided for in law.

On an annual basis, the Board may increase the compensation of Board members beyond the limit delineated in Education Code 35120, in an amount not to exceed five percent (5%) based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the Board. (*Education Code 35120*)

Board members ~~will~~ **shall** not increase their compensation **by any percentage that exceeds the lesser of the percentage increase provided to either the certificated or classified bargaining units** ~~to exceed staff increase amount.~~

Board members are not required to accept ~~payment~~ **compensation** for meetings attended.

If a member does not attend all Board meetings during the month, he/she is eligible to receive a percentage of the monthly compensation equal to the percentage of meetings attended unless otherwise authorized by the Board in accordance with law. (*Education Code 35120*)

A member may be paid for meetings he/she missed when the Board, by resolution, finds that he/she was performing designated services for the district at the time of the meeting or that he/she was absent because of illness, jury duty or a hardship deemed acceptable by the Board. (*Education Code 35120*)

Reimbursement of Expenses

Board members shall be reimbursed for traveling expenses incurred **only** when authorized in advance by the Board. (*Education Code 35044*)

The rate of reimbursement shall be at the same rate specified for district personnel.  
(*cf. 3350 – Travel Expenses*)  
(*cf. 9240 – Board Development*)

Health and Welfare Benefits

Board members may participate in the health and welfare benefits program provided for district employees.

**Board members who have access to similar health and welfare benefits from other sources at little or no cost to the Board member shall not participate in the health and welfare program provided for district employees.**

The district shall pay the cost of all premiums required for Board members electing to participate in the district health and welfare benefits program. (*Government Code 53205*)



**REMUNERATION, REIMBURSEMENT, AND OTHER BENEFITS** (continued)

Health and welfare benefits for Board members shall be no greater than that received by district's non-safety employees with the most generous schedule of benefits. *Government Code 53208.5*)

Health and welfare benefits provided to Board members may be extended at the same level to their spouses, dependent children under the age of 21, dependent children under the age of 25 who are full-time students at a college or university, and dependent children regardless of age who are physically or mentally incapacitated. (*Government Code 53205.1*)

**Benefits for Retired Board Members**

Any former member whose first term of office began on or after January 1, 1995, and any other member retiring from the Board after at least one term, may continue the health and welfare benefits program at their own expense if coverage is in effect at the time of retirement. (*Government Code 53201*)

*Legal Reference:*EDUCATION CODE1090 *Compensation for members and mileage allowance*3300-33053 *General waiver authority*33362-3363 *Reimbursement of expenses (Department of Education and CSBA workshops)*35012 *Board members; number, election and term*35044 *Payment of traveling expenses of representatives of board*35120 *Compensation (services as member of governing board)*35172 *Promotional activities*44038 *Cash deposits for transportation purchased on credit*GOVERNMENT CODE20322 *Elective officers; election to become member*53200-53209 *Group insurance*UNITED STATES CODE, TITLE 26403(B) *Tax-sheltered annuities*COURT DECISIONS*Thorning v. Hollister School District, (1992) 11 Cal.App.4<sup>th</sup> 1598**Board of Education of the Palo Alto Unified School District v. Superior Court of Santa**Clara County, (1979) 93 Cal.App.3d 578*ATTORNEY GENERAL OPINIONS*83 Ops.Cal.Atty.Gen. 124 (2000)*Management Resources:WEB SITES*CSBA: <http://www.csba.org>**Public Employees' Retirement System: <http://www.calpers.ca.gov>**(11/00 11/01) 11/02*

Bylaw

Adopted: July 15, 1997

**CULVER CITY UNIFIED SCHOOL DISTRICT**

Culver City, California

Reviewed: September 16, 2003  
October 7, 2003

Revised Bylaw Adopted: October 21, 2003

**14.3a Approval of 2010-2011 Expenditure Reductions**

Based on Governor Schwarzenegger's January State Budget Proposal and the resulting reduction of funding to Culver City Unified School District, the District is presently deficit spending approximately \$4 million per year. As a result, for the 2010-2011 year the District must cut a minimum of \$2.5 million of ongoing expenditures with a goal of reaching expenditure reductions of \$4 million. At its February 9<sup>th</sup> and 3<sup>rd</sup> meetings, the Board of Education adopted \$964,312 of expenditure reductions. The attached Phase III proposed expenditure reductions are presented for consideration and adoption.

**RECOMMENDED MOTION:** That the Board of Education for Culver City Unified School District approve \$1,045,183 or more of Phase III unrestricted general fund expenditure reductions for the 2010-11 school fiscal year.

**Moved by:**

**Seconded by:**

**Vote:**

CULVER CITY UNIFIED SCHOOL DISTRICT  
 MARCH 9, 2010  
 PHASE III

PROPOSED BUDGET CUTS		
ITEM #	UNRESTRICTED	COST
1	Adult School	
	1a One Clerk Typist II (10 mos.)	45,000
	1b One Clerk Typist II (11 mos.)	52,200
	1c One Clerk Typist II (10 mos.)	25,000
	1d Eliminate Phonics Class (0.1 FTE)	3,000
	1e Eliminate Real Estate Classes (0.3 FTE)	13,500
	1f Eliminate the Teacher Class and Security Class (0.4 FTE)	16,500
	1g Eliminate Mental Fitness Classes (0.3 FTE)	10,000
	1h Eliminate Adults with Disabilities Class (0.1 FTE)	5,000
	1i Eliminate the Older Adult Classes (0.1 FTE)	2,500
	1j Eliminate Medical Billing classes (0.7 FTE)	44,000
2	Security Department	
	2a Reduce 11 months to 10 months (2 positions)	7,400
	2b Eliminate Summer School Overtime	10,000
3	Reduce Music Program by One Teacher	61,000
4	Reduce Arts Integration Partnership expenses by 50%	29,000
5	Regular Education Instructional Aides (12 positions; District SI funded)	200,000
6	Reduce Guidance Technician Positions	
	6a One Guidance Technician (10.5 mos.)	54,500
	6b One Guidance Technician (10 mos.)	52,500
7	Elementary Library Media Clerk I Position (3.5 FTE)	130,000
8	Reduce Nurse from 0.80 to 0.40 FTE	36,500
9	Health Technician (0.75 FTE)	34,000
10	Eliminate One Clerk Typist III Vacant Position (High School)	42,000
	<b>Subtotal Net Savings - Unrestricted</b>	<b>873,600</b>
<b>RESTRICTED</b>		
11	18 Regular Education Instructional Aides (Title I, EIA)	281,583
	<b>Subtotal Net Savings - Restricted</b>	<b>281,583</b>
	<b>Total Unrestricted &amp; Restricted</b>	<b>1,155,183</b>
<b>PROPOSED REPLACEMENT POSITIONS</b>		
ITEM #	POSITION	COST
12	One Adult School Registrar	55,000
13	One High School Registrar	55,000
	<b>Total</b>	<b>110,000</b>
	<b>Total Net Savings</b>	<b>1,045,183</b>

Discontinue current services based on future funding cuts

**14.3b Certification of the Second Interim Report for 2009-2010**

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

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

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

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

In certifying the 2009-10 Second Interim Report, which shows budget reductions of \$964,312 effective for 2010-11 and beyond, the Board understands its fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years. The Board recognizes that this Second Interim Report represents revenue and expenditure projections over the multi-year period which are based on the best known information at this time.

**RECOMMENDED MOTION:** That the Board of Education approve the 2009-10 Second Interim Report; and, certify that Culver City Unified School District will be able to meet its financial obligations for fiscal years 2009-10 and 2010-11. However, for fiscal year 2011-12, the District is unable to meet the required reserve and therefore is filing a qualified certification.

**Moved by:**

**Seconded by:**

**Vote:**

**BOARD REPORT**

**3/9/10**

**14.3c**

**14.3c Approval of Estoppel Agreement for Leased District Property**

Wildwood School is Lessee of CCUSD's elementary school site formerly known as Betsy Ross Elementary. Wildwood School issued tax-exempt municipal bonds in 1999 and 2001 to finance construction costs for the school and is currently refinancing the outstanding principal to take advantage of lower interest rates. As a condition of this refinancing, CCUSD, as landlord, is required to sign the attached estoppel agreement.

**RECOMMENDED MOTION:** That the Board of Education for Culver City Unified School District authorize the Interim Assistant Superintendent of Business Services to execute the estoppel agreement as presented.

**Moved by:**

**Seconded by:**

**Vote:**

RECORDING REQUESTED BY AND WHEN  
RECORDED RETURN TO:

ATTN REN R HAYHURST, ESQ.  
BRYAN CAVE LLP  
3161 MICHELSON DRIVE, SUITE 1500  
IRVINE, CALIFORNIA 92612

(SPACE ABOVE THIS LINE FOR RECORDER'S USE)

## LESSOR ACKNOWLEDGMENT AND CONSENT

This LESSOR ACKNOWLEDGMENT AND CONSENT ("Agreement") is given on February 23, 2010 by CULVER CITY UNIFIED SCHOOL DISTRICT ("Lessor"), in favor of CALIFORNIA BANK & TRUST, a California banking corporation (together with its successors and assigns, "Lender"), with respect to the following facts:

### RECITALS

A. WILDWOOD SCHOOL, INC., a California Corporation ("Lessee"), is the tenant pursuant to that certain "Lease" (as hereinafter defined) and the holder of a leasehold interest in that certain real property in the County of Los Angeles, State of California, with a street address of 12201 Washington Place, Los Angeles, California 90066, the legal description of which is more particularly described on Exhibit "A" hereto ("Property").

B. Lender has approved a loan to Lessee in the original maximum principal sum of Nine Million Dollars (\$9,000,000.00) ("Loan").

C. Lessee's obligations in connection with the Loan shall be evidenced by that certain Loan Agreement dated as of December 1, 2009, executed by and among Lender, Lessee and CALIFORNIA INFRASTRUCTURE AND ECONOMIC DEVELOPMENT BANK ("Loan Agreement"). All documents evidencing and/or relating to the Loan shall collectively be referred to herein as the "Loan Documents."

D. In connection with the Loan made by Lender to Lessee, Lender requires that Lessee and Lessor execute and deliver to Lender this Agreement and agree to the terms set forth herein.

NOW THEREFORE for good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, Lessor, for itself and its successors and assigns, hereby represents and warrants to Lender and covenants and agrees for the benefit of Lender as follows:

### CONSENT

1. **Lease.** The term "Lease" shall mean that certain Agreement Between Culver City Unified School District and the University of West Los Angeles to Lease Facilities at 12201 Washington Place, Culver City, California, dated as of December 17, 1985 (as the same has been or may be amended from time to time, "Lease"), which Lease was assigned to Lessee pursuant to that certain

Assignment and Assumption of Lease between the University of West Los Angeles, as assignor, and Lessee, as assignee, dated as of March 17, 1992.

2. **Estoppel Provisions.** Lessor recites and confirms to Lender as follows:

2.1 Lessor has received a copy of the Loan Agreement and those certain UCC-1 financing statements (collectively, "**Financing Statements**") and approves of the filing of the Financing Statements as an encumbrance against Lessee's right, title and/or interest in any improvements, fixtures and other property located on the Property. Lessor hereby agrees that Lender shall have all of the rights of a personal property lienholder, but shall have no lien or other security interest in the real property described in the Lease or on Lessee's leasehold interest under the Lease.

2.2 Lessor has taken all necessary action and received all necessary approvals with respect to the execution and delivery of this Agreement, and the person(s) who executed this Agreement on behalf of Lessor was/were duly authorized to do so.

2.3 In the event of any default under the Loan Documents, Lessor hereby consents to Lender entering the Property for the purpose of Lender exercising its rights and remedies under the Financing Statements and the other Loan Documents including, without limitation, removing equipment, trade fixtures and other personal property from the Property and selling such equipment, trade fixtures and other personal property through an auction, at the Property or in any manner determined by Lender in its sole discretion; provided, however, Lender agrees to provide Lessor with ten (10) calendar days prior notice of such removal and to repair any damage resulting from such removal.

3. **Notice And Cure Rights.**

3.1 In the event Lessor sends any notice to Lessee pursuant to the Lease (each, a "**Notice**"), including without limitation a notice of default, notice of condemnation or notice of termination due to default, Lessor shall send a contemporaneous, duplicate copy of such Notice to Lender. Lender will have the right, but not the obligation, to cure such default and Lessor will accept Lender's cure of any default by Lessee tendered within the cure period set forth in the Lease. With respect to defaults under the Lease which cannot be cured by the payment of money or are personal to Lessee (such as any default with respect to the corporate status of Lessee, the filing of a bankruptcy of Lessee, etc.), Lessor agrees to waive each such default that Lender is reasonably incapable of curing, and Lessor has no right to terminate the Lease as a result of any such default that Lender is reasonably incapable of curing. Within 10 days after a request by Lender, Lessor shall provide Lender with a signed statement indicating whether or not any defaults exist under the Lease and such other matters concerning the Property and the Lease as Lender may reasonably request. Lessor acknowledges that while the Lease is in effect the Lessee under the Lease holds fee title to the improvements; provided, however, fee title to the improvements shall vest in Lessor upon the expiration or earlier termination of the Lease.

[The balance of this page is intentionally left blank.]

3.2 All notices to Lender shall be provided at the address set forth below or such other address or person as Lender may from time to time hereafter specify in the manner provided above:

If to Lender: CALIFORNIA BANK & TRUST  
550 S. Hope Street, Suite 300  
Los Angeles, California 90071  
Attn: Ursula St.Geme, Vice President

With a copy to: CALIFORNIA BANK & TRUST  
401 West Whittier Boulevard, Suite 200  
La Habra, California 90631  
Attn: Carolyn Andriess-Carey, Senior Vice President

And a copy to : BRYAN CAVE LLP  
3161 Michelson Drive, Suite 1500  
Irvine, California 92612  
Attn: Ren R Hayhurst, Esq.

4. **Mortgagee Protections.** During the continuance of the Financing Statements and the other Loan Documents and until such time as the lien of the Financing Statements shall have been extinguished, the parties agree as follows:

4.1 Lender may be a named insured on any fire and other casualty insurance policies carried by Lessee and covering all equipment, trade fixtures and other personal property of Lessee on the Property and all improvements thereto. All proceeds of any such insurance policies or condemnation award shall be held by Lender, for the benefit of Lender and Lessee and subject to disbursement or application as determined by Lender in its sole discretion.

4.2 Nothing herein shall require Lender to exercise any right or remedy under the Financing Statements or the other Loan Documents.

5. **Counterparts.** This Agreement may be executed in any number of counterparts, and each of the counterparts shall be considered an original and all counterparts shall constitute but one and the same instrument.

[The balance of this page is intentionally left blank.]



IN WITNESS WHEREOF, this Agreement is executed by Lessor, Lessee and Lender as of the date first set forth above.

**LESSOR**

CULVER CITY UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

**LESSEE**

WILDWOOD SCHOOL, INC., a California Corporation

By: \_\_\_\_\_  
Lee Rosenbaum, its President of the Board of Trustees

**LENDER**

CALIFORNIA BANK & TRUST, a California banking corporation

By: \_\_\_\_\_  
Ursula St.Geme, its Vice President

**EXHIBIT "A"**

THE LAND REFERRED TO HEREIN IS SITUATED IN LOS ANGELES COUNTY, CALIFORNIA, AND IS DESCRIBED AS FOLLOWS:

LOTS 112 AND 113, EAST OCEAN PARK TRACT AND PORTION OF THE GEORGE A. SANFORD 546.42 ACRE ALLOTMENT, RANCHO LA BALLONA, AS SHOWN ON A MAP THEREOF RECORDED IN MAP BOOK 6, PAGES 82-83, RECORDS OF THE COUNTY RECORDER OF LOS ANGELES, CALIFORNIA.

APN No. 4235-020-901

STATE OF \_\_\_\_\_ )

COUNTY OF \_\_\_\_\_ )

On \_\_\_\_\_, 20\_\_, before me, \_\_\_\_\_ (here insert name and title of the notarizing officer), personally appeared \_\_\_\_\_

\_\_\_\_\_ who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature \_\_\_\_\_ (Seal)

STATE OF \_\_\_\_\_ )

COUNTY OF \_\_\_\_\_ )

On \_\_\_\_\_, 20\_\_, before me, \_\_\_\_\_ (here insert name and title of the notarizing officer), personally appeared \_\_\_\_\_

\_\_\_\_\_ who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature \_\_\_\_\_ (Seal)

STATE OF \_\_\_\_\_ )

COUNTY OF \_\_\_\_\_ )

On \_\_\_\_\_, 20\_\_, before me, \_\_\_\_\_ (here insert name and title of the notarizing officer), personally appeared \_\_\_\_\_

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature \_\_\_\_\_ (Seal)

**BOARD REPORT**

**3/9/10  
14.3d**

**14.3d Approval of Audit Services Contract**

An annual audit is required of all school districts pursuant to Education Code (EC) Sections 41020 through 41020.8. The selection of the audit firm and contracts for the 2009-2010 fiscal year must be filed with the Los Angeles County Superintendent of Schools no later than April 1, 2010.

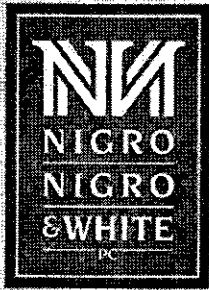
As the current audit contract has expired, Administration is recommending approval of a one-year contract with a provision for a two-year extension with the firm, Nigro Nigro & White, PC.

**RECOMMENDED MOTION:** That the Board of Education for Culver City Unified School District approve the approve the one year contract for 2009-10 audit services with a two-year extension, with the firm of Nigro Nigro & White, PC.

**Moved by:**

**Seconded by:**

**Vote:**



A Professional  
Accountancy Corporation

Jeff Nigro, CPA  
Elizabeth Nigro, CPA  
Christy White, CPA

MURRIETA OFFICE  
PH: 951.698.8783  
FAX: 951.699.1064  
25090 Jefferson Avenue  
Murrieta, CA 92562

SAN DIEGO OFFICE  
PH: 619.270.8222  
FAX: 619.260.9085  
2727 Camino Del Rio S.  
Suite 219  
San Diego, CA 92108

MEMBERS OF

- American Institute of CPAs
- California Society of CPAs
- California Association of School Business Officials
- Community Associations Institute

WEBSITE  
[www.nnwcpa.com](http://www.nnwcpa.com)

Licensed by the California  
Board of Accountancy

February 3, 2010

Culver City Unified School District  
4034 Irving Place  
Culver City, CA 90232

We are pleased to confirm our understanding of the services we are to provide Culver City Unified School District for the fiscal years ended June 30, 2010, 2011, and 2012. We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements, of Culver City Unified School District as of and for the fiscal years ended June 30, 2010, 2011, and 2012. Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to accompany Culver City Unified School District's basic financial statements. As part of our engagement, we will apply certain limited procedures to Culver City Unified School District's RSI. These limited procedures will consist principally of inquiries of management regarding the methods of measurement and presentation, which management is responsible for affirming to us in its representation letter. Unless we encounter problems with the presentation of the RSI or with procedures relating to it, we will disclaim an opinion on it. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion & Analysis.
2. Budgetary Comparison Schedule.

Supplementary information other than RSI also accompanies Culver City Unified School District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and will provide an opinion on it in relation to the basic financial statements:

1. Schedule of expenditures of federal awards
2. Other schedules and/or information as required by the State Controller's Office.

**Audit Objectives**

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the basic financial statements taken as a whole. The objective also includes reporting on-

- Internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

The reports on internal control and compliance will each include a statement that the report is intended for the information and use of the management, specific legislative or regulatory bodies, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Our audit will be conducted in accordance with generally accepted auditing standards established by the Auditing Standards Board (United States); the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; the provisions of OMB Circular A-133; and *Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel, and will include tests of accounting records, a determination of major program(s) in accordance with Circular A-133, and other procedures we consider necessary to enable us to express such opinions and to render the required reports. If our opinions on the financial statements or the Single Audit compliance opinions are other than unqualified, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

#### **Management Responsibilities**

Management is responsible for the basic financial statements and all accompanying information as well as all representations contained therein. As part of the audit, we will prepare a draft of your financial statements, schedule of expenditures of federal awards, and related notes. You are responsible for making all management decisions and performing all management functions relating to the financial statements, schedule of expenditures of federal awards, and related notes and for accepting full responsibility for such decisions. You will be required to acknowledge in the management representation letter that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you are required to designate an individual with suitable skill, knowledge, or experience to oversee any nonaudit services we provide and for evaluating the adequacy and results of those services and accepting responsibility for them.

Management is responsible for establishing and maintaining internal controls, including monitoring ongoing activities; for the selection and application of accounting principles; for the fair presentation in the financial statements of the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Culver City Unified School District and the respective changes in financial position in accordance with U.S. generally accepted accounting principles; and for federal award program compliance with applicable laws and regulations and the provisions of contracts and grant agreements.



Management is responsible for making all financial records and related information available to us, including any significant vendor relationships in which the vendor has the responsibility for program compliance and for the accuracy and completeness of that information. Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud, or illegal acts affecting the District involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations, contracts, agreements, and grants. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous audits or other engagements or studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions.

#### **Audit Procedures – General**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the District. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable, but not absolute assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of the inventories, and direct confirmation of certain assets and liabilities by correspondence with selected individuals, creditors, and financial institutions. We may request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will also require certain written representations from you about the financial statements and related matters.

#### **Audit Procedures – Internal Controls**

Our audit will include obtaining an understanding of the District and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by OMB Circular A-133, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of the controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to OMB Circular A-133.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under professional standards, *Government Auditing Standards*, and OMB Circular A-133.

#### **Audit Procedures – Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Culver City Unified School District's compliance with applicable laws and regulations and the provisions of contracts and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

OMB Circular A-133 requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Circular A-133 Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Culver City Unified School District' major programs. The purpose of those procedures will be to express an opinion on Culver City Unified School District' compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to OMB Circular A-133.

**Audit Administration, Fees, and Other**

At the conclusion of the engagement, we will complete the appropriate sections of and certify the Data Collection Form that summarizes our audit findings. We will provide copies of our reports to Culver City Unified School District; however, it is management’s responsibility to submit the reporting package along with the Data Collection Form to the designated federal clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors’ reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for the audits. At the conclusion of the engagement, we will provide information to management as to where the reporting packages should be submitted and the number to submit.

The audit documentation for this engagement is the property of Nigro Nigro & White and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested make certain audit documentation available to the State Controller’s Office or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Nigro Nigro & White personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release or for any additional period requested by the State Controller’s Office. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the parties contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit as soon as possible and to issue our reports no later than December 15. The maximum annual fee for auditing services under the terms of this agreement shall not exceed the amounts shown below, with the exception that any auditing services provided for (1) significant changes in District audit requirements as stated in *Government Auditing Standards* or the Audit Guide issued by the Education Audit Appeals Panel, or (2) significant changes in the number of funds or accounts maintained by the District during the period under this agreement, shall be in addition to the above maximum fee.

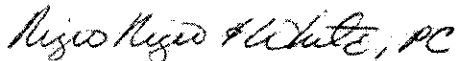
	2009-10	2010-11	2011-12
District audit	\$ 39,424	\$ 40,607	\$ 41,825

Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our reports. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. In accordance with Education Code Section 14505 as amended, ten percent (10%) of the audit fee shall be withheld pending certification of the audit report by the Office of the State Controller and fifty percent (50%) of the audit fee shall be withheld for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to the reporting provisions of the Audit Guide. This audit contract is null and void if the firm is declared ineligible to audit K-12 school districts pursuant to subdivision (c) of Education Code Section 41020.5. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

The first period to be audited shall be for the fiscal year ended June 30, 2010, and is subject to extension for up to two additional fiscal years, if agreeable to the auditors and the District. The agreement may be cancelled annually if notified by the client or auditor by February 15 of each year. Additional extensions beyond 2012 may be secured on a year by year basis, subject to the agreement of the District and the auditor.

We appreciate the opportunity to be of service to the District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



Nigro Nigro & White, PC

RESPONSE:

This letter correctly sets forth the understanding of Culver City Unified School District.

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Signature

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Title

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Date

**BOARD REPORT**

**14.4a Approval is Recommended for Resolution #30-2009/2010 (HR), Regarding Layoff of Classified Personnel**

It is necessary to take action to abolish four classified positions for lack of work and/or lack of funds. The provisions of the Education Code require that such a resolution be approved and written notice be provided to affected classified employees no less than 45 days prior to the effective date of layoff.

RECOMMENDED MOTION: It is recommended that the Board approve Resolution #30-2009/2010 (HR), authorizing the elimination of four classified positions.

Moved:

Seconded by:

Vote:

**RESOLUTION #30-2009/2010 (HR), REGARDING LAYOFF OF CLASSIFIED  
PERSONNEL**

BE IT RESOLVED that the Governing Board of the Culver City Unified School District hereby determines that the following four (4) classified positions be abolished for lack of work and/or lack of funds.

<b><u>Position</u></b>	<b><u>No. Affected</u></b>	<b><u>Impact</u></b>
Campus Supervision Aide – 22.5 hours per week, school year	1	Eliminate
Campus Supervision Aide – 18 hours per week, school year	1	Eliminate
Instructional Assistant – Adult School – 18 hours per week, school year	1	Eliminate
Secretary I (District Office – Educational Services) – 8 hours per day, 10 1/2 months per year	1	Eliminate

BE IT FURTHER RESOLVED by the Governing Board as follows:

1. That due to a lack of funds and/or lack of work, the number of classified employees and the amount of service rendered shall be reduced by layoff as specified above, pursuant to Education Code Section 45308.
2. That the Superintendent is directed to give notice of layoff to the affected classified employees pursuant to the requirements of law.
3. That said layoff shall become effective on June 30, 2010, subject to negotiations to the extent required by law.
4. That the employees laid off pursuant to this Resolution shall be eligible for reemployment pursuant to Education Code section 45298.

Adopted by the Governing Board of the Culver City Unified School District on March 9, 2010, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Clerk, Governing Board of the  
Culver City Unified School District

3/9/10  
14.4b

**BOARD REPORT**

**14.4b Approval is Recommended for Resolution #31-2009/2010 (HR), Regarding The Reduction Or Discontinuance of Particular Kinds Of Service Now Being Performed By An Adult School Certificated Employee**

The Superintendent is recommending to the Board of Education that it take action on this proposed resolution reducing or discontinuing particular kinds of certificated services.

In order to meet notification deadlines for certificated personnel, the Board must act to direct the Superintendent or designee to determine which employees are to receive notice of layoff as a result of the reduction or discontinuance of particular kinds of service(s). The Superintendent or designee will follow applicable Education Codes and Board Policies in issuing appropriate notices to specific personnel on or before March 15, 2010.

This Resolution relates to the reduction or discontinuance of particular kinds of certificated service by 22 hours/week (equivalent of 1 employee) for the 2010/2011 school year.

RECOMMENDED MOTION:      It is recommended that the Board of Education Approve Resolution #31-2009/2010 (HR), Regarding The Reduction Or Discontinuance Of Particular Kinds Of Service Now Being Performed By An Adult School Certificated Employee.

Moved by:

Seconded by:

Vote:

**BEFORE THE GOVERNING BOARD OF THE  
CULVER CITY UNIFIED SCHOOL DISTRICT  
COUNTY OF LOS ANGELES, STATE OF CALIFORNIA**

**RESOLUTION NO. 31**

**REDUCTION OR DISCONTINUANCE OF PARTICULAR KINDS OF SERVICE**

**WHEREAS**, on February 23, 2010, this Board adopted Resolution No. 23, Reduction or Discontinuance of Particular Kinds of Service, which resolution directed the reduction or discontinuance of specified particular kinds of service and a corresponding decrease in the number of certificated employees by the equivalent of 6.2 FTE employees for the 2010-2011 school year; and

**WHEREAS**, pursuant to Education Code Section 44955, it is the opinion of this Board that it has become necessary to reduce or discontinue particular kinds of services; and

**WHEREAS**, this Board does not desire to reduce the services of permanent certificated employees based upon a reduction of average daily attendance during the past two years; and

**WHEREAS**, it is the opinion of this Board that the following particular kinds of service be reduced or discontinued for the 2010-2011 school year:

1. Discontinue Adult school medical billing teaching services 22 hours/week

**WHEREAS**, it is the opinion of this Board that it is necessary by reason of the aforementioned reductions of service to decrease the number of certificated employees by the equivalent of 1 employee for the 2010-2011 school year; and

**WHEREAS**, the discontinuance identified in this Resolution No. 31 is in addition to the reductions and discontinuances approved in Resolution No. 23 and any other reductions or discontinuances of particular kinds of services approved on the date of this Resolution No. 31; and

**WHEREAS**, in determining the amount of service to be reduced, the Governing Board has considered all assured attrition, and the reductions identified above have been reduced to reflect assured attrition known at the time of this resolution;

**WHEREAS**, the Education Code requires that various actions be taken and notices be forwarded no later than March 15th of each school year regarding layoffs of certificated personnel resulting from reductions of particular kinds of service;

**NOW, THEREFORE, BE IT RESOLVED**, by the Governing Board of the Culver City School District, that for the 2010-2011 school year, the particular kinds of services to be provided by said District shall be and hereby are reduced to the extent hereinabove set forth.

**BE IT FURTHER RESOLVED** that due to the reduction or discontinuance of particular kinds of services set forth above, the legal number of employees of the District, pursuant to Education Code Section 44955, not be reemployed for the 2010-2011 school year.



**BE IT FURTHER RESOLVED** that the Superintendent, or designee, is directed to give Notice of Recommendation Not to Reemploy, in accordance with the provisions of Section 44949 and 44955 of the Education Code, to the number of certificated employees allowed pursuant to Education Code Section 44955.

**BE IT FURTHER RESOLVED** that the Superintendent, or designee, is delegated the authority to take all actions necessary and proper to the accomplishment of the purposes of this Resolution.

The foregoing Resolution was adopted by the Governing Board of the Culver City Unified School District on the 9th day of March, 2010 by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

\_\_\_\_\_  
President, Governing Board of the  
Culver City Unified School District

I, \_\_\_\_\_, Clerk of the Governing Board of the Culver City Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on March 9, 2010.

\_\_\_\_\_  
Clerk, Governing Board of the  
Culver City Unified School District



3/9/10  
14.4c

**BOARD REPORT**

**14.4c Approval is Recommended for Resolution #32-2009/2010 (HR), Regarding The Reduction Or Discontinuance Of Particular Kinds Of Service Now Being Performed By Certificated Employees**

The Superintendent is recommending to the Board of Education that it take action on this proposed resolution reducing or discontinuing particular kinds of certificated services.

In order to meet notification deadlines for certificated personnel, the Board must act to direct the Superintendent or designee to determine which employees are to receive notice of layoff as a result of the reduction or discontinuance of particular kinds of service(s). The Superintendent or designee will follow applicable Education Codes and Board Policies in issuing appropriate notices to specific personnel on or before March 15, 2010.

This Resolution relates to the reduction or discontinuance of particular kinds of certificated service by 6.8 FTE employees for the 2010/2011 school year.

RECOMMENDED MOTION:      It is recommended that the Board of Education Approve Resolution #32-2009/2010 (HR), Regarding The Reduction Or Discontinuance Of Particular Kinds Of Service Now Being Performed By Certificated Employees.

Moved by:

Seconded by:

Vote:

**BEFORE THE GOVERNING BOARD OF THE  
CULVER CITY UNIFIED SCHOOL DISTRICT  
COUNTY OF LOS ANGELES, STATE OF CALIFORNIA**

**RESOLUTION NO. 32**

**REDUCTION OR DISCONTINUANCE OF PARTICULAR KINDS OF SERVICE**

**WHEREAS**, on February 23, 2010, this Board adopted Resolution No. 23, Reduction or Discontinuance of Particular Kinds of Service, which resolution directed the reduction or discontinuance of specified particular kinds of service and a corresponding decrease in the number of certificated employees by the equivalent of 6.2 FTE employees for the 2010-2011 school year; and

**WHEREAS**, pursuant to Education Code Section 44955, it is the opinion of this Board that it has become necessary to reduce or discontinue particular kinds of services; and

**WHEREAS**, this Board does not desire to reduce the services of permanent certificated employees based upon a reduction of average daily attendance during the past two years; and

**WHEREAS**, it is the opinion of this Board that the following particular kinds of service be reduced or discontinued for the 2010-2011 school year in addition to those already identified in Resolution No. 23:

- |                                                   |     |
|---------------------------------------------------|-----|
| 1. Middle school art teaching services            | 0.6 |
| 2. Middle school French teaching services         | 0.4 |
| 3. Middle school home economics teaching services | 1.0 |
| 4. Middle school music teaching services          | 1.0 |
| 5. Middle school Spanish teaching services        | 1.0 |
| 6. High school Spanish teaching services          | 0.2 |
| 7. High school science teaching services          | 0.4 |
| 8. High school math teaching services             | 0.2 |
| 9. High school English teaching services          | 1.0 |
| 10. High school social science teaching services  | 1.0 |

**WHEREAS**, it is the opinion of this Board that it is necessary by reason of the additional reductions of service identified in this Resolution No. 32 to decrease the number of certificated employees by the equivalent of 6.8 FTE employees for the 2010-2011 school year;

**WHEREAS**, the Board hereby reaffirms and incorporates by reference Resolution No. 23; and

**WHEREAS**, it is the opinion of this Board that it is necessary by reason of the reductions of service identified in Resolution No. 23 and in this Resolution No. 32 to decrease the number of certificated employees by the total equivalent of 13 FTE employees for the 2010-2011 school year;

**WHEREAS**, in determining the amount of service to be reduced, the Governing Board has considered all assured attrition, and the reductions identified above have been reduced to reflect assured attrition known at the time of this resolution;

**WHEREAS**, the Education Code requires that various actions be taken and notices be forwarded no later than March 15th of each school year regarding layoffs of certificated personnel resulting from reductions of particular kinds of service;

**NOW, THEREFORE, BE IT RESOLVED**, by the Governing Board of the Culver City School District, that for the 2010-2011 school year, the particular kinds of services to be provided by said District shall be and hereby are reduced to the extent hereinabove set forth.

**BE IT FURTHER RESOLVED** that due to the reduction or discontinuance of particular kinds of services set forth above, the legal number of employees of the District, pursuant to Education Code Section 44955, not be reemployed for the 2010-2011 school year.

**BE IT FURTHER RESOLVED** that the Superintendent, or designee, is directed to give Notice of Recommendation Not to Reemploy, in accordance with the provisions of Section 44949 and 44955 of the Education Code, to the number of certificated employees allowed pursuant to Education Code Section 44955.

**BE IT FURTHER RESOLVED** that the Superintendent, or designee, is delegated the authority to take all actions necessary and proper to the accomplishment of the purposes of this Resolution.

The foregoing Resolution was adopted by the Governing Board of the Culver City Unified School District on the 9th day of March, 2010 by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
President, Governing Board of the  
Culver City Unified School District

I, \_\_\_\_\_, Clerk of the Governing Board of the Culver City Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on March 9, 2010.

\_\_\_\_\_  
Clerk, Governing Board of the  
Culver City Unified School District