

BOARD MEETING NOTICE AND AGENDA

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

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

February 10, 2009

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

Jessica Beagles-Roos, Ph.D., President

Saundra Davis, M.A., Vice President

Steven Gourley, Clerk

Scott Zeidman, Esq. Member

Dana Russell, D.D.S., Member

2. PUBLIC COMMENT ON CLOSED SESSION ITEMS

3. RECESS TO CLOSED SESSION

3.1 Existing Litigation (Pursuant to Subdivision (a) of GC §54956.9)
EEOC Charge Number: 480-2008-04187

3.2 Conference with Labor Negotiator (Pursuant to GC §54957.6)
Agency Designated Representatives: Patricia Jaffe, Assistant Superintendent, Human Resources, David El Fattal, Assistant Superintendent Business Services

Employee Organizations: Culver City Federation of Teachers (CCFT) and Association of Classified Employees (ACE)

- 3.3 Public Appointment/Employment (Pursuant to GC §54947)
Certificated Personnel Services Report No. 11
Classified Personnel Services Report No. 11

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 7:00 p.m.**

5.1 Roll Call – Board of Trustees
Jessica Beagles-Roos, Ph.D., President
Saundra Davis, M.A., Vice President
Steven Gourley, Clerk
Scott Zeidman, Esq., Member
Dana Russell, D.D.S., Member

5.2 Flag Salute

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

7. **PUBLIC HEARING**

7.1 Developer Fee Study

8. **ADOPTION OF AGENDA**

Recommendation is made that the agenda be adopted as submitted.

Motion by _____ . Seconded by _____

Vote _____

9. **CONSENT AGENDA**

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

- 9.1 Approval is Recommended for the Minutes of Regular Meeting – January 27, 2009 and Special Meeting – February 3, 2009
- 9.2 Approval is Recommended for Purchase Orders
- 9.3 Approval is Recommended for Acceptance of Gifts - Donations
- 9.4 Approval is Recommended for the Certificated Personnel Reports No. 11
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 11
- 9.6 Approval is Recommended for Culver City High School Baseball Program to attend an Overnight Field Trip to San Diego, CA for the San Diego Lions Club Baseball Tournament, April 6-9, 2009

- 9.7 Approval is Recommended for the Culver City High School Boys' Lacrosse Team to Attend an Overnight Field Trip to Participate in Games in San Diego, CA, March 6-7, 2009

10. AWARDS, RECOGNITIONS AND PRESENTATIONS

- 10.1 Spotlight on Education – Linwood E. Howe Elementary School
10.2 Career Pathways AB2448 Information Presented by Dr. Marvin Brown, Regional Occupational Program (ROP) Steering Committee Representative

11. PUBLIC RECOGNITION

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

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

12. INFORMATION ITEMS

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

- 12.1 First Reading of Revised Administrative Regulation and Board Policy 5144, Students – Discipline
12.2 Presentation of the Process for Pursuing a Parcel Tax

13. RECESS

14. ACTION ITEMS

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

14.1 Superintendent's Items

14.1a Request to Change the date of the April 28, 2009 Board Meeting

Motion by _____ Seconded by _____ Vote _____

14.2 Education Services Items

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

Motion by _____ Seconded by _____ Vote _____

14.2b Approval is Recommended for the Single Plan for Student Achievement (SPSA) for La Ballona Elementary School

Motion by _____ Seconded by _____ Vote _____

14.2c Approval is Recommended for Adoption of New K-5, Middle School and High School Mathematics Textbooks

Motion by _____ Seconded by _____ Vote _____

14.3 Business Items

14.3a Approval is Recommended for Budget Revision to the General Fund

Motion by _____ Seconded by _____ Vote _____

14.3b Approval is Recommended for Resolution #11/2008-2009 Increase in Developer Fees.

Motion by _____ Seconded by _____ Vote _____

14.4 Personnel Items - None

15. BOARD BUSINESS - None

16. PUBLIC RECOGNITION – Continued

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

16.1 Members of the Audience

16.2 Members of the Board

17. **ADJOURNMENT**

Motion by _____ Seconded by _____ Vote _____

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

FUTURE MEETINGS

February 24 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place
March 10 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

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



7.1 Developer Fee Study

Education Code Section 17620 authorizes school districts to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities provided the district can show justification for levying of fees.

Level I Developer Fee Study data pertaining to the cost of school facilities has been available for inspection since January 29, 2009 at the District's administrative office.

The Developer Fee Study will be presented by Ms. Cheryl King of Jack Schreder and Associates. The report is under separate cover.



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

Meeting:	<u>Regular Meeting</u>	Date:	<u>January 27, 2009</u>
Place:	<u>District Administration Office</u> <u>4034 Irving Place</u> <u>Culver City 90232</u>	Time:	<u>6:00 p.m. – Public Meeting</u> <u>6:01 p.m. – Closed Session</u> <u>7:00 p.m. – Public Meeting</u>

Board Members Present

Jessica Beagles-Roos, Ph.D., President
Saundra Davis, M.A., Vice President
Steven Gourley, Clerk
Scott Zeidman, Esq., Member
Dana Russell, D.D.S., 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 Dr. Beagles-Roos 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 7:09 p.m. with all Board members in attendance. Mr. Mike Eskridge led the Pledge of Allegiance.

Report from Closed Session

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

8. Adoption of Agenda

Dr. Beagles-Roos pulled item 14.2b and requested to move item 10.2 up on the agenda to precede the Consent Items. It was moved by Mr. Zeidman and seconded by Mr. Gourley to adopt the agenda as amended. The motion was unanimously approved.

10. Awards, Recognitions and Presentations

10.1 Spotlight on Education – Farragut Elementary School

Dr. Coté introduced Mrs. Barbara Brown, Principal of Farragut Elementary School. Mrs. Brown spoke about the music program at Farragut, and introduced teacher Mrs. Patty Eskridge who led the Farragut Advanced Bell Ringers in their performance. Board members thanked the students, Mrs. Eskridge, and Mrs. Brown for attending the meeting.

9. Consent Agenda

Dr. Beagles-Roos called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. Mr. Jerry Chabola requested that item 9.5 be withdrawn. Mr. George Laase requested that item 9.2 be withdrawn. It was moved by Mr. Zeidman and seconded by Dr. Russell to approve Consent Agenda Items 9.1, 9.3, and 9.4 as presented. The motion was unanimously approved.

9.1 Minutes of Regular Meeting – January 13, 2009

9.3 Acceptance of Gifts – Donations

9.4 Certificated Personnel Reports No. 10

9.2 Approval is Recommended for Purchase Orders and Warrants

Mr. Laase requested that Mr. El Fattal explain the Health and Benefits portion of the Board members expenditures. Dr. Beagles-Roos explained that this portion of the agenda is for comments only, and is not a question and answer period.

9.5 Approval is Recommended for the Classified Personnel Reports No. 10

Mr. Chabola asked that this item be pulled to comment on the retirement of Mr. Richard Longenbaugh. Mr.

Chabola requested that the Board do some sort of acknowledgment for Mr. Longenbaugh's work with the District such as a commendation. Mr. Gourley and Dr. Beagles-Roos agreed that Mr. Chabola's suggestion was a great idea.

It was moved by Mr. Zeidman and seconded by Dr. Russell that the Board approve item number 9.2 and 9.5 as presented. The motion was unanimously approved.

11. Public Recognition

11.1 Superintendent's Report

Dr. Coté reported that she had attended a Rotary Club meeting on Wednesday where she accepted a check given to the District for new electronic clock for the track. Dr. Coté also reported on her visits to the school sites during professional development and the great work that was being done; her receipt of information from the City of Culver City regarding the Youth Advisory Committee; and the re-designation of Culver City Middle School as a School to Watch. Dr. Coté introduced Dr. Tom Tracy as the new principal at El Rincon Elementary School. Dr. Tracy gave a brief speech and thanked the Board for the opportunity to work in the District. Dr. Coté read a brief bio on Dr. Tracy.

11.2 Assistant Superintendents

Ms. Laura welcomed Dr. Tracy to the District, and reported on the success of Staff Development Day.

Mr. El Fattal reported on the budget and the possible allocation of funds to education from the Federal stimulus package. Mr. El Fattal gave a brief bio and introduced Mr. Ted Yant as the new Security Supervisor. Mr. Yant thanked the Board for the opportunity to work in the District.

Mrs. Jaffe commented on the great job that was done at all the schools during staff development. She reported that the elementary secretaries and aides received CPR training; and gave additional information regarding the re-designation of Culver City Middle School as a School to Watch.

11.3 Members of the Audience

Members of the audience spoke about:

- Becky Stephen commented on the budget cuts and requested that the Board keep the cuts as far away from the classroom as possible. She then informed the Board of what the Instructional Aides do, and how their role plays out in the schools. Ms. Stephen suggested a work furlough and asked if the idea has been discussed.
- David Mielke welcomed Dr. Tracy, congratulated the Middle School on their re-designation as a School to Watch, and commented that the Bell Choir did a great job on their performance. Mr. Mielke commented that he keeps hearing about whether the teachers can be relieved from some of the testing that is taking place. He stated that in this financial crisis the District needs to look at outside organizations to cut such as Galileo; and he stated that he has heard comments regarding the Superintendent's mileage allowance. He requested that the District allow the teachers to use part of the Staff Development Day to complete their grades at the semester.
- Jerry Chabola commented that political advocacy is very important, and requested that the Board lobby more on behalf of the City and the District. He stated it is time to take a more proactive approach.

11.4 Student Representatives' Reports

Middle School Student Representative

Sibyl Courey, Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including the tickets going on sale for the upcoming Valentine's Day Dance on February 12th; an update on the start of the second semester; the success of the Winter Dance; and the newly approved Mission Statement for Student Council.

Culver Park Student Representative

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

Culver City High School Student Representative/Student Board Member

Connor Nannini was present for Student Board Member Opal Dillard who was unable to attend. Mr. Nannini reported on the High School ASB having a Madden Madness event, and the upcoming blood drive.

11.5 Members of the Board

Board Members spoke about:

- Mr. Gourley requested for staff to identify a person with whom a representative from the Culver Crest Neighborhood Association can discuss concerns about the use of El Rincon Elementary for their meetings. He spoke about an L.A. Times article regarding cyber bullying. Mr. Gourley commented that he was happy to hear that he and Mr. Mielke were in agreement on many points at this meeting. Mr. Gourley also provided an update on his meeting with Assemblymember Karen Bass.
- Dr. Russell welcomed Dr. Tracy and Mr. Yant to the District, and complimented Mr. Pearson for continuing the tradition at the Middle School with being re-designated as a School to Watch. He also requested information on what tests are being given that are not necessary.
- Mr. Zeidman welcomed Dr. Tracy and Mr. Yant. He stated he attended a basketball game at the High School and the scoreboard did not work. Mr. Zeidman reported on upcoming fundraising events for the Friends of the Library, Booster Club's Casino Night, and the Booster Club's upcoming Bowling Tournament. Mr. Zeidman reported on his attendance at El Rincon on Pupil Free Day..
- Mrs. Davis welcomed Dr. Tracy and Mr. Yant to the District, and welcomed Mr. Nannini to the Board Meeting. She congratulated Miss Courey on the approval of her Mission Statement for Student Council; and gave commendations to Mr. Pearson and all the staff at Culver City Middle School for the redesignation as a School to Watch. Mrs. Davis inquired as to if the District has addressed the suggestion of a work furlough; and stated that she does not mind Mr. Chabola coming to the meetings and reminding the Board that they need to advocate for the community.
- Dr. Beagles-Roos welcomed Dr. Tracy and Mr. Yant to the District, and thanked all current employees for attending the meeting. She also thanked the Rotary Club for their clock donation. In regards to advocacy, Dr. Beagles-Roos informed the Board about a CSBA Action Alert in support of HR1 The American Recovery and Reinvestment Act of 2009.

12. Information Items**12.1 2007-2008 Independent Audit Report**

Mr. El Fattal introduced Ms. Christy White from Nigro Nigro & White, PC who presented a summary of the 2007-2008 Independent Audit Report and responded to question from Board members. Board members thanked Ms. White and Mr. El Fattal for doing a great job. Dr. Russell requested information on allowing credit cards to be accepted on the website. Mr. Zeidman reiterated Dr. Russell's request. Dr. Beagles-Roos complimented the High School's ASB on having no findings in the report.

12.2 Enrollment Report

Mr. El Fattal presented the Enrollment Report to the Board. Mr. Mielke inquired as to if the District is still in declining enrollment, or if the numbers have reached a plateau. Mr. El Fattal responded that he recently received formal demographic information from the state stating that the numbers may be going up on enrollment. Dr. Russell questioned if the District's enrollment was up because of permits. Dr. Coté responded yes and that demographics were not the only factor in enrollment.

12.3 Advanced Placement Presentation

Ms. Laura introduced Mrs. Pam Magee, Principal at Culver City High School, and Mr. Michael Marcos, Assistant Principal at Culver City High School. Mrs. Magee and Mr. Marcos gave a Power Point presentation Advanced Placement classes at the high school, and addressed the College Board requirements and policies related to the program. Students Miranda Baxendale, Ryan Cho, and Rachel Lewis all made statements against mandatory AP exams and the fees that are required to take the exams. Mr. Marcos and Mrs. Magee responded to questions from audience and Board members. Further discussion ensued regarding honors classes and the policy on AP exams. Board members thanked staff and the students for coming to the meeting.

13. Recess

The Board recessed at 9:25 p.m. and reconvened at 9:40 p.m.

14. Action Items

Mrs. Davis requested moving item 14.2h up on the agenda. Board members agreed.

14.1 Superintendent's Items - None**14.2 Education Services Item****14.2h Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Culver City Middle School**

Ms. Laura informed the Board that the Mr. Pearson, Principal of Culver City Middle School, was present to answer any questions. Board members commented on how great the plan was. Mr. Pearson explained how the school is getting out of Program Improvement status. Further discussion ensued as to how the vision portion was written. It was moved by Mr. Gourley and seconded by Mrs. Davis that the Board approve Single Plan for Student Achievement (SPSA) for Culver City Middle School as presented. The motion was unanimously approved.

14.2a Approval is Recommended for the Second Reading and Adoption of Revised Board Policy 5137, Positive School Climate

It was moved by Mr. Zeidman and seconded by Mrs. Davis that the Board approve the Second Reading and Adoption of Revised Board Policy 5137, Positive School Climate as presented. The motion was unanimously approved.

14.2c Approval is Recommended for Resolution #8/2008-2009: Mandated Cost Claim Settlement: Special Education Behavioral Intervention Plan (Hughes Bill) for Culver City Unified School District

Dr. Russell asked when the District would receive the money. Mr. El Fattal responded that an exact time is unknown. It was moved by Mrs. Davis and seconded by Mr. Zeidman that the Board approve Resolution #8 Mandated Cost Claim Settlement: Special Education Behavioral Intervention Plan (Hughes Bill) for Culver City Unified School District as presented. The motion was unanimously approved.

14.2d Approval is Recommended for Resolution #9/2008-2009: Mandated Cost Claim Settlement: Special Education Behavioral Intervention Plan (Hughes Bill) for Tri-City SELPA

It was moved by Mrs. Davis and seconded by Mr. Zeidman that the Board approve Resolution #9/2008-2009: mandated Cost Claim Settlement: Special Education Behavioral Intervention Plan (Hughes Bill) for Tri-City SELPA as presented. The motion was unanimously approved.

14.2e Approval is Recommended for Resolution #10/2008-2009: Arts and Music Block Grant

Dr. Beagles-Roos questioned why the District was doing this Resolution at this time. Ms. Laura responded that it's a yearly requirement. It was moved by Mrs. Davis and seconded by Mr. Gourley that the Board approve Resolution #10/2008-2009 Arts and Music Block Grant as presented. The motion was unanimously approved.

14.2f Approval is Recommended for the 2008-2009 Consolidated Application for Funding Categorical Programs Part II

It was moved by Mrs. Davis and seconded by Mr. Zeidman that the Board approve the Consolidated Application for Funding Categorical Programs Part II as presented. The motion was unanimously approved.

14.2g Approval is Recommended for the Proposed Adult Education Program at Culver City Adult School – 2009 Spring/Summer Trimester for Adults

Dr. Beagles-Roos expressed her concern about approving the program with the phrase "Classes will be similar..." as stated on the report. Mr. Victor Gallardo, Principal of the Adult School, was present and explained that there only two new programs. The other programs are remaining the same. It was moved by Mr. Zeidman and

seconded by Dr. Russell that the Board approve the Adult Education Program – 2009 Spring/Summer Trimester for Adults as presented. The motion was unanimously approved.

14.2i Approval is Recommended for the Reinstatement of Pupil Services Case #16-08

It was moved by Mr. Gourley and seconded by Dr. Russell that the Board approve the reinstatement of Case #16-08 as presented. The motion was unanimously approved.

14.3 Business Items

14.3a Approval is Recommended for Budget Revision to the General Fund

Michael Laase and Carol Mora had a question regarding the certificated and classified salaries. Mr. El Fattal confirmed that the term “benefits” means the tax that the District pays. It was moved by Mrs. Davis and seconded by Mr. Gourley that the Board approve the budget revisions to the General Fund as presented. The motion was unanimously approved.

15. Board Business - None

16. Public Recognition – Continued

16.1 Members of the Audience

Members of the audience spoke about:

- Student, Lauren Park, commented against students having to take mandatory AP exams.
- Mr. Alan Elmont commented that he finally received a response to his ongoing question regarding room capacity at the schools.
- Mrs. Janet Chabola suggested taking some consideration on where Action Items are placed on the agenda.

16.2 Members of the Board

Members of the Board spoke about:

- Mrs. Davis requested that her trip to Sacramento be placed on the Special Board Meeting agenda. Mr. Gourley and Mr. Zeidman were in agreement. Mrs. Davis also announced that she will be running for a State Senate seat.
- Dr. Beagles-Roos stated in regards to the proposed Board Policy that was pulled, the word “visitor” is more welcoming than the word “outsider.” She also commented that she received information from the Los Angeles County Board of Planning regarding the Baldwin Hills oil drilling. They are organizing a Community Advisory Panel which will have two seats for local school district Board members.

Adjournment

There being no further business, it was moved by Mr. Zeidman, seconded by Mr. Gourley and unanimously approved to adjourn the meeting. Board President Dr. Beagles-Roos adjourned the meeting at 10:30 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary



3.2 Board Meeting Recognition Guidelines

Dr. Coté distributed the Board Policy information regarding the Board recognition guidelines. Mr. Zeidman commented that he thinks the policy will work well with the parcel tax, and stated that the Board is having image issues. Mr. Gourley stated that when campaigning he found that most people did not know there was a School Board, and started a discussion about the Board moving to the City building. Further discussion ensued. Board members will each submit a list to Dr. Coté on the students/groups to honor at the Board meeting. Mr. Alan Elmont suggested extending the policy to include PTA and other groups. Dr. Beagles-Roos confirmed that the Board meetings could include Student Recognition, Citizenship Awards, and the Spotlight on Education.

3.3 Selection of the Student Board Member

Board members discussed the selection process of the student Board member, and asked if the students are informed about what the duties entail. Dr. Russell agreed with Mr. Zeidman that there does not seem to be a reason to change the process. A consensus was made to have Ryan Cho, a Culver City High School student, come to a Board meeting and present the same information that he presented at the CSBA Conference regarding the selection process for a student board member.

3.4 Frequency of Superintendent's Evaluation by the Board

Dr. Beagles-Roos explained that when the Superintendent was hired it was set up by the Board and approved to have an evaluation three times a year. She also explained that this was set up because of the time of year that Dr. Coté was hired. Dr. Beagles-Roos proposed to change the evaluations to one time per year. Further discussion ensued. A consensus was made to have the evaluation one time a year with Dr. Coté in agreement.

Mr. Zeidman moved to adjourn the meeting in memory of Curt Massey, Reba Yudess, and Esther Washington. Mrs. Davis seconded the motion. The motion was unanimously approved.

3.5 Budget Cuts

Mr. El Fattal provided information regarding potential budget reductions for the District. The Board had a discussion on different line items that were presented, and discussed the ongoing financial crisis. Mr. El Fattal stated that the Board has to plan for the worst. Budget cuts will be presented to the Board at the February 24, 2009 Board meeting; he confirmed that the District will need to cut 3.7 to 4 million dollars. Mr. George Laase commented that now is the time to spend capital funds. He pointed out that due to the economic downturn the District would get more for their dollar. Mr. Alan Elmont discussed the possibility of more competition in fundraising. Mr. Mielke commented that there not enough cuts at the District Office level.

Mr. Gourley suggested getting information on becoming a charter district. Further discussion ensued. Mrs. Davis and Mr. Zeidman were in agreement to agendize the topic of becoming a charter district.

**4. Action Items
Superintendent's Items****4.1a Approval is Recommended for a Board Member to Attend the Education is a Civil Right conference in Sacramento, CA from February 5-6, 2009**

It was moved by Mr. Zeidman and seconded by Dr. Russell to approve Mrs. Davis to attend the Education is a Civil Right Conference in Sacramento, CA from February 5-6, 2009 as presented. Further discussion ensued about possible minimal reimbursements stated in the Board Report for parking and meals. Mrs. Davis clarified that she is only staying for one day. The motion was passed with 4 – Ayes and 1 – Nay by Dr. Beagles-Roos. Dr. Beagles-Roos changed her vote to Aye which made the vote 5 – Ayes and 0 – Nays.

5. Adjournment

There being no further business, it was moved by Mr. Gourley, seconded by Mr. Zeidman, and approved with a vote of 5 – Ayes and 0 - Nays to adjourn the meeting. Board President Dr. Beagles-Roos adjourned the meeting at 8:30 p.m. in memory of Curt Massey, Reba Yudess, and Esther Washington.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary



9.2 Purchase Orders

The attached purchase order list is submitted to the Board of Education for ratification. No other purchase orders have been issued other than those previously approved or included in the attached list.

The intent of this report is to provide the Board of Education and the community with more definitive information relative to purchasing and disbursement of monies by fund and account.

Purchase order grand total from January 20, 2009 through January 30, 2009 is \$86,865.04.

BUDGET NUMBER LEGEND FOR FUNDS

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

RECOMMENDED MOTION: That purchase orders from January 20, 2009 through January 30, 2009 in the amount of \$86,865.04 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

District : 64444

CULVER CITY UNIFIED SD

Run Date: 01/31/2009

Purchase Orders/Buyouts To The Board for Ratification From : 1/20/2009 To 1/30/2009

Run Time: 05:09:27PM

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

Change

PO Date	PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
01/22/09	51949	A		01/22/09	DEVELOPMENTAL I	NONPUBLIC S	Special Educa	01.0	65000.0	57500	1180	5880	0004040	46,920.00	46,920.00
				1/22/2009		51949			DEVELOPMENTAL DYNAMO, INC.						
01/20/09	52339M	A		01/20/09	TOMARK SPORTS, I	REPAIRS - OTH	Maintenance	01.0	81500.0	00000	8110	5630	0005040	395.00	395.00
				1/20/2009		52339M			TOMARK SPORTS, INC.						
01/20/09	52347M	A		01/20/09	US AIR CONDITION	MAINTENANCE	Maintenance	01.0	81500.0	00000	8110	4380	0005040	140.10	140.10
				1/20/2009		52347M			US AIR CONDITIONING DISTRIBUTORS						
01/20/09	52612	A		01/20/09	REDWOOD PRESS	OFFICE SUPPL	Fiscal Service	01.0	00000.0	00000	7300	4350	0005010	46.55	46.55
				01/20/09				01.0	00000.0	00000	7300	4350	0005000	46.55	
				1/20/2009		52612			REDWOOD PRESS						93.10
01/27/09	52614M	A		01/27/09	INTERMOUNTAIN L	MAINTENANCE	Maintenance	01.0	81500.0	00000	8110	4380	0005040	181.24	181.24
				1/27/2009		52614M			INTERMOUNTAIN LOCK & SUPPLY CO.						
01/23/09	52616M	C		01/26/09	STATE OF CALIFO	CONTRACTED : High School u		01.0	81500.0	00000	8110	5810	0005040	256.02	256.02
				01/26/09				01.0	00000.0	00000	2700	5850	4010001	266.48	
				1/23/2009		52616M			STATE OF CALIFORNIA - EPA						522.50
01/23/09	52636	A		01/23/09	FRANKLIN COVEY	OFFICE SUPPL	Superintende	01.0	00000.0	00000	7100	4350	0001000	53.42	53.42
				1/23/2009		52636			FRANKLIN COVEY						
01/20/09	52678	A		01/21/09	INCLUSIVE TLC, IN	INSTRUCTION	Undistributed	01.7	65000.0	50010	2200	4310	0000000	1,082.02	1,082.02
				1/20/2009		52678			INCLUSIVE TLC, INC.						
01/20/09	52680	C		01/20/09	ACCREDITING COM	MEMBERSHIP	Culver City H	01.0	73950.0	00000	2700	5310	4010000	685.00	685.00
				1/20/2009		52680			ACCREDITING COMMISSION FOR SCHOOLS						
01/20/09	52681	A		01/20/09	LAKESHORE WLA	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	48.69	48.69
				1/20/2009		52681			LAKESHORE WLA						

District : 64444

CULVER CITY UNIFIED SD

Run Date: 01/31/2009

Purchase Orders/Buyouts To The Board for Ratification From : 1/20/2009 To 1/30/2009

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

Change

PO Date	PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
01/20/09	52682	A		01/20/09	CORWIN PRESS	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	23.22	23.22
				1/20/2009			52682		CORWIN PRESS						
01/23/09	52683	A		01/23/09	CLASSROOM DIRE	INSTRUCTION	Farragut unit a	01.0	00000.0	11100	1000	4310	2050001	135.92	135.92
				1/23/2009			52683		CLASSROOM DIRECT						
01/23/09	52684	A		01/23/09	DEPARTMENT OF S	CONTRACTED : Office of Child		12.0	60550.0	85000	2700	5890	0000002	792.00	792.00
				01/23/09				12.0	60560.0	85000	2700	5890	0000002	1,008.00	1,008.00
				1/23/2009			52684		DEPARTMENT OF SOCIAL SERVICES						1,800.00
01/23/09	52685	A		01/23/09	GREAT LAKES SP	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	97.12	97.12
				1/23/2009			52685		GREAT LAKES SPORTS						
01/23/09	52686	A		01/26/09	THE APPLE STORE	COMPUTER S	Special Proje	01.0	58100.0	11100	1000	4410	0004030	2,452.25	2,452.25
				1/23/2009			52686		THE APPLE STORE						
01/23/09	52688	C		01/23/09	CMEA MUSIC EDU	CONFERENCE	District Curric	01.0	00000.0	00000	2100	5220	0004010	150.00	150.00
				1/23/2009			52688		CMEA MUSIC EDUCATION						
01/23/09	52689	A		01/23/09	GREAT LAKES SP	INSTRUCTION	El Rincon Ele	01.0	73950.0	11100	1000	4310	2040000	132.73	132.73
				1/23/2009			52689		GREAT LAKES SPORTS						
01/23/09	52690	C		01/23/09	CALIFORNIA SCIEN	FIELD TRIPS	Linwood How	01.0	91400.0	11100	1000	5816	2020000	331.00	331.00
				1/23/2009			52690		CALIFORNIA SCIENCE CENTER FOUNDATION						
01/27/09	52691	A		01/27/09	MILLER, BROWN, D	LEGAL SERVIC	Business Serv	01.0	00000.0	00000	7300	5820	0005000	49.00	49.00
				1/27/2009			52691		MILLER, BROWN, DANNIS ATTORNEYS						
01/23/09	52692	A	1	01/29/09	LASERCARE	OFFICE SUPPL	Technology	01.0	00000.0	00000	7700	4350	0005020	248.92	248.92
				1/23/2009			52692		LASERCARE						
01/23/09	52693	A		01/23/09	CAMBRIDGE UNIV	BOOKS	Adult School	11.0	63900.0	41100	1000	4110	0000010	204.90	204.90

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

Report ID: LAP009C **Board List Purchase Order Report** **Page No. 3**
District: 64444 **CULVER CITY UNIFIED SD** **Run Date: 01/31/2009**
Purchase Orders/Buyouts To The Board for Ratification From: 1/20/2009 To 1/30/2009 **Run Time: 05:09:27PM**
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PO Date	PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
					1/23/2009	52693	CAMBRIDGE UNIVERSITY PRESS								204.90
01/23/09	52694	A		01/23/09	EAGLE SPORTS & F	INSTRUCTION	Linwood How	01.0	90127.0	11100	1000	4310	2020000	162.38	
					1/23/2009	52694	EAGLE SPORTS & AWARDS								162.38
01/23/09	52695	A		01/23/09	LAKESHORE WLA	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	68.46	
					1/23/2009	52695	LAKESHORE WLA								68.46
01/23/09	52696	A		01/23/09	LAKESHORE WLA	INSTRUCTION	Ohr Eliyahu A	01.0	73920.0	11100	1000	4310	1050000	68.00	
					1/23/2009	52696	LAKESHORE WLA								68.00
01/23/09	52697	C		01/23/09	YESHIVA OHR ELI	CONFERENCE	Ohr Eliyahu A	01.0	40350.0	00000	2100	5220	1050000	198.00	
					1/23/2009	52697	YESHIVA OHR ELIYAHU								198.00
01/23/09	52698	A		01/23/09	NEILMARQ CORPOI	JANITORIAL SU	La Ballona un	01.0	00000.0	00000	8100	4370	2060001	12.99	
					1/23/2009	52698	NEILMARQ CORPORATION								12.99
01/23/09	52700	C		01/23/09	WELLS FARGO	CONFERENCE	Superintende	01.0	00000.0	00000	7100	5220	0001000	60.57	
					1/23/2009	52700	WELLS FARGO								60.57
01/23/09	52701	A		01/23/09	CYNTHIA DIAMENT	CONSULTANT	Special Educa	01.0	65000.0	57520	1136	5810	0004040	1,200.00	
					1/23/2009	52701	CYNTHIA DIAMENT								1,200.00
01/23/09	52702	A		01/23/09	TUSHAR DWIVEDI	CONSULTANT	Culver City H	01.0	73950.0	11100	1000	5850	4010000	1,100.00	
					1/23/2009	52702	TUSHAR DWIVEDI								1,100.00
01/26/09	52703	A		01/26/09	CULVER CITY & B	ADVERTISING	Undistributed	25.0	00000.0	00000	8500	5830	0000000	500.00	
					1/26/2009	52703	CULVER CITY & BLUE PACIFIC NEWS								500.00
01/27/09	52704	A		01/27/09	RICOH	OFFICE SUPPL	Business Serv	01.0	00000.0	00000	7300	4350	0005000	26.14	

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Board List Purchase Order Report

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CULVER CITY UNIFIED SD

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Purchase Orders/Buyouts To The Board for Ratification From : 1/20/2009 To 1/30/2009

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

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PO Date	PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
					1/27/2009	52704	RICOH								26.14
01/27/09	52705	A		01/27/09	LASERCARE	OFFICE SUPPL Technology		01.0	00000.0	00000	7700	4350	0005020	552.59	552.59
					1/27/2009	52705	LASERCARE								
01/27/09	52706	A		01/27/09	BRADDOCK AUTO & INSTRUCTION	Undistributed		01.0	96353.0	71100	1000	4410	0000000	2,273.25	2,273.25
					1/27/2009	52706	BRADDOCK AUTO SUPPLY								
01/27/09	52707	A		01/27/09	ANIMATION TOOLW COMPUTER S	Undistributed		01.0	96353.0	71100	1000	4410	0000000	1,342.32	1,342.32
					1/27/2009	52707	ANIMATION TOOLWORKS, INC.								
01/27/09	52708	A		01/27/09	SANTA MONICA PI FIELD TRIPS	El Marino Lan		01.0	00000.0	16003	1000	5816	2030000	150.00	150.00
					1/27/2009	52708	SANTA MONICA PIER AQUARIUM								
01/27/09	52709	A		01/27/09	LIGHTSPEED TECH COMPUTER S	Undistributed		01.7	65000.0	50010	2200	4410	0000000	880.59	880.59
					1/27/2009	52709	LIGHTSPEED TECHNOLOGIES, INC.								
01/27/09	52710	A		01/27/09	LIGHTSPEED TECH COMPUTER S	Undistributed		01.7	65000.0	50010	2200	4410	0000000	880.59	880.59
					1/27/2009	52710	LIGHTSPEED TECHNOLOGIES, INC.								
01/27/09	52711	A		01/28/09	LIGHTSPEED TECH COMPUTER S	Undistributed		01.7	65000.0	50010	2200	4410	0000000	930.13	930.13
					1/27/2009	52711	LIGHTSPEED TECHNOLOGIES, INC.								
01/27/09	52712	A		01/27/09	LIGHTSPEED TECH COMPUTER S	Undistributed		01.7	65000.0	50010	2200	4410	0000000	930.13	930.13
					1/27/2009	52712	LIGHTSPEED TECHNOLOGIES, INC.								
01/27/09	52713	A	1	01/29/09	THERATOGS, INC. INSTRUCTION	Undistributed		01.7	65000.0	50010	2200	4410	0000000	438.18	438.18
					1/27/2009	52713	THERATOGS, INC.								
01/27/09	52714	A		01/27/09	THE MUSEUM OF J FIELD TRIPS	Linwood How		01.0	91400.0	11100	1000	5816	2020000	30.00	30.00

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Report ID: LAPO009C

Board List Purchase Order Report

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District : 64444

CULVER CITY UNIFIED SD

Run Date: 01/31/2009

Purchase Orders/Buyouts To The Board for Ratification From : 1/20/2009 To 1/30/2009

Run Time: 05:09:27PM

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

Change

PO Date	PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount	
					1/27/2009	52714		THE MUSEUM OF JURASSIC TECHNOLOGY								30.00
01/27/09	52715	A		01/27/09	OFFICE DEPOT	OFFICE SUPPL	Human Reso	01.0	00000.0	00000	7400	4350	0003000	144.06	144.06	
					1/27/2009	52715		OFFICE DEPOT								144.06
01/27/09	52716	A		01/27/09	RODGERS & MCDO	ADVERTISING	Adult School	11.0	39260.0	41100	2700	5830	0000010	4,381.27	4,381.27	
					1/27/2009	52716		RODGERS & MCDONALD GRAPHICS								4,381.27
01/27/09	52717	A		01/27/09	BOB BAKER THEAT	FIELD TRIPS	Linwood How	01.0	91400.0	11100	1000	5816	2020000	742.50	742.50	
					1/27/2009	52717		BOB BAKER THEATER								742.50
01/27/09	52718	A		01/27/09	GENERAL BINDING	REPAIRS - OTH	Linwood How	01.0	00000.0	00000	2700	5630	2020001	421.48	421.48	
					1/27/2009	52718		GENERAL BINDING CORPORATION								421.48
01/27/09	52719	A		01/27/09	NASCO-MODESTO	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	239.74	239.74	
					1/27/2009	52719		NASCO-MODESTO								239.74
01/27/09	52720	A		01/27/09	SOCIAL STUDIES S	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	111.58	111.58	
					1/27/2009	52720		SOCIAL STUDIES SCHOOL SERVICE								111.58
01/27/09	52721	A		01/27/09	AMAZON.COM	INSTRUCTION	Special Proje	01.0	73920.0	11100	1000	4310	0004030	26.78	26.78	
					1/27/2009	52721		AMAZON.COM								26.78
01/27/09	52722	A		01/27/09	PARTNERSHIP WI	BOOKS	Special Proje	01.0	37100.0	11100	1000	4310	0004030	32.31	32.31	
					1/27/2009	52722		PARTNERSHIP WITH CHILDREN								32.31
01/27/09	52723	A		01/27/09	BETSY HAAS	CONSULTANT	Office of Child	12.0	50250.0	85000	1000	5850	0000002	575.00	575.00	
					1/27/2009	52723		BETSY HAAS								575.00
01/30/09	52728	A		01/30/09	CALIFORNIA SCIEN	FIELD TRIPS	El Marino Lan	01.0	00000.0	16003	1000	5816	2030000	265.50	265.50	

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CULVER CITY UNIFIED SD

Run Date: 01/31/2009
Run Time: 05:09:27PM

Purchase Orders/Buyouts To The Board for Ratification From: 1/20/2009 To 1/30/2009

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

PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
1/30/09	A	52731	01/30/09	CDW-G	INSTRUCTION	Undistributed	01.0	90127.0	11100	1000	4310	00000000	97.33	265.50
					CALIFORNIA SCIENCE CENTER FOUNDATION									
1/30/09	A	52732	01/30/09	BRAD AND YULIA M CONTRACT SE	Special Educa	52731	01.0	33100.0	57500	3900	5890	00040400	700.00	97.33
					BRAD AND YULIA MCAFFEE									
1/30/09	A	52733	01/30/09	AVC OFFICE AUTO OFFICE SUPPL	Special Educa	52733	01.0	33100.0	50010	2700	4350	00040400	153.73	153.73
					AVC OFFICE AUTOMATION									
1/30/09	A	52734	01/30/09	INCLUSIVE EDUCAT CONTRACT SE	Special Educa	52734	01.0	65000.0	57520	1136	5810	00040400	3,575.00	3,575.00
					INCLUSIVE EDUCATION & COMMUNITY									
1/30/09	A	52735	01/30/09	THERAPY IN ACTI CONTRACT SE	Special Educa	52735	01.0	65000.0	57520	1136	5810	00040400	2,140.00	2,140.00
					THERAPY IN ACTION									
1/30/09	A	52736	01/30/09	SONY PICTURE EN RENTS/RENTA	Culver City H	52736	01.0	90145.0	17000	1000	5610	40100000	1,000.00	1,000.00
					SONY PICTURE ENTERTAINMENT									
1/29/09	A	52737	01/29/09	PEARSON EDUCAT INSTRUCTION	Special Proje	52737	01.0	71400.0	11100	1000	4310	00040300	1,597.96	1,597.96
					PEARSON EDUCATION									
1/30/09	A	52739	01/30/09	COMPUTER S CDW-G	Special Proje	52739	01.0	35500.0	11100	1000	4310	00040300	3,110.35	3,110.35
					CDW-G									

NONPUBLIC SCHOOLS:
 APPROVED YTD: \$3,830,236.55
 DECREASES - 204,619.60
 GRAND TOTAL: \$3,625,616.95

Total by District : 64444

86,865.04 86,865.04

End of Report LAPO009C

BOARD REPORT

2/10/09

9.3

9.3 Approval is Recommended for Acceptance of Gifts

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

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

<u>Location</u>	<u>Donor/Item(s) Donated</u>
La Ballona Elementary School	La Ballona PTA \$5,000 to cover costs of field trips
Culver City I.T. Department	Mr. Andrew Ellis Ellis Law Corporation (1) Dell Dimension L933r computer (1) Dell M990 monitor (1) Dell M14 monitor (1) OEI computer (1) HP LJ 4000T printer (1) HP LJ 4050N printer (2) HP LJ 1100 printers (1) HP LJ 3330 printer (1) HP Photosmart 7760 printer (1) Xerox F116L fax machine (1) MGC monitor (7) Keyboards

RECOMMENDED MOTION:

That the Board accepts with appreciation the gifts listed.

Moved by:

Seconded by:

Vote:



BOARD REPORT

9.5 Classified Personnel Services Report No. 11

I. Authorization, Approval & Ratification of Employment

A. Campus Supervision Aide

1. Campus Supervision Aide Security/Adult School
22.5 hours per week, school year
Effective February 11, 2009
Range 10

B. Clerical & Fiscal

1. Campos, Josie Clerk Typist III/Bilingual – Permanent
District Office – Extra Assignment
Not to exceed 100 hours
Effective July 6, 2009 through July 31, 2009
Range 19
2. Oviedo, Raul Guidance Technician/Bilingual – Permanent
District Office – Extra Assignment
Not to exceed 50 hours
Effective August 3, 2009 through
August 14, 2009
Range 20

C. Food Services

1. Smith, Sonya Cook – Probationary
Food Services – 8 hours per day, school year
Effective January 26, 2009
Range 14
2. Anderson, Deborah Substitute Food Service Assistant
Food Services
Effective December 16, 2008
Hourly, rate of pay

D. Instructional Assistants

1. Fritzius, Colleen Substitute Instructional Assistant
High School – Workability
Not to exceed 45 hours
Effective December 15, 2008 through
June 1, 2009
Hourly, as needed

BOARD REPORT

9.5 Classified Personnel Services Report No. 11 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

D. Instructional Assistants – continued

2. Halewalton, Sicoya Substitute Instructional Assistant
District Office
Effective January 28, 2009
Hourly, as needed

3. Wells, Olamae Substitute Instructional Assistant
District Office
Effective January 28, 2009
Hourly, as needed

E. Maintenance

1. Brown, Steve Substitute Bus Driver
Maintenance, Operations & Transportation
Effective December 16, 2008
Hourly, rate of pay

F. Student Helpers

1. Hernandez, Lizet Student Helper – Workability
Location outside of District
Effective January 27, 2009
Hourly, as needed

2. Perez, Ashlee Student Helper – Workability
Location outside of District
Effective February 4, 2009
Hourly, as needed

II. Authorization, Approval & Ratification of Change of Assignments

1. Fino, Jonathan Promotion via Classified Interviews:
From: Substitute Instructional Assistant
Hourly, as needed
To: Instructional Assistant – Special
Education IIA – Probationary
3.9 hours per day, school year
El Rincon
Effective February 11, 2009
Range 16



BOARD REPORT

2/10/09

9.6

9.6 Approval is Recommended for Culver City High School Baseball Program to attend an overnight field trip to San Diego, CA for the San Diego Lions Club Baseball Tournament, April 6-9, 2009

Board policy 6153, Field Trips, specifies that field trips or other student trip activities sponsored by the school district be approved by the Board of Education when they involve an overnight or a more extended stay by students.

Culver City High School teacher Jerry Chabola requests permission for 18 students to compete in the San Diego Lions Club Baseball Tournament, April 6-9, 2009 during spring break. The team will be under the direct supervision of coach Rick Prieto. Other coaches will accompany the team. This trip will be funded by the CCHS Baseball Program.

RECOMMENDED MOTION: That the Board approve the proposed overnight field trip for 18 students supervised by Rick Prieto to attend the San Diego Lions Club Baseball Tournament, April 6-9, 2009.

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/10/09

9.7

9.7 **Approval is Recommended for Culver City High School Boys' Lacrosse Team to attend an overnight field trip to participate in games in San Diego, CA, March 6-7, 2009**

Board policy 6153, Field Trips, specifies that field trips or other student trip activities sponsored by the school district be approved by the Board of Education when they involve an overnight or a more extended stay by students.

Culver City High School teacher Jerry Chabola requests permission for the boys' lacrosse team to participate in varsity and junior varsity games in San Diego, CA, March 6-7, 2009. The team will be under the direct supervision of the coaching staff, Casey Chabola and Jason Sindelar. This trip will be funded by the CCHS Boys' Lacrosse Program.

RECOMMENDED MOTION: That the Board approve the proposed overnight field trip for the boys' lacrosse team to participate in games in San Diego, CA, March 6-7, 2009.

Moved by: Seconded by:

Vote:


BOARD REPORT

2/10/09

10.1


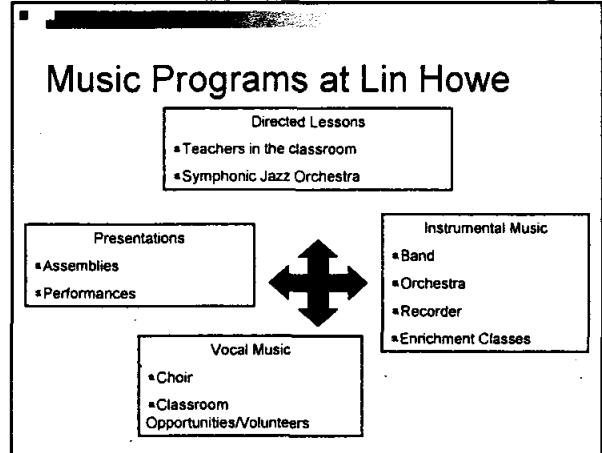
10.1 Spotlight on Education – Linwood E. Howe Elementary School

Each month throughout the school year a different school is featured through Spotlight on Education. This month, Principal Amy Anderson will present the variety of music opportunities at Linwood E. Howe school, including choir, instrumental music, Symphonic Jazz Orchestra, classroom instruction and student assemblies.




Linwood E. Howe Elementary School

Culver City Unified School District
Culver City, CA

Directed Lessons

- Classroom Teacher
 - Music History
 - Singing in the classroom
- Symphonic Jazz Orchestra
 - First Grade Program
 - Second Grade Program



Presentations

- Assemblies
 - Japanese Festival of Sounds (Music Center)
 - Native American Dance and Culture
- Performances
 - Winter and Spring Concerts
 - Holiday Sing-Along

Vocal Music

- **Choir**
 - Sandy Checel
 - Winter and Spring Concerts
- **Classroom Opportunities/Volunteers**
 - Curricular Songs
 - Third Grade Volunteers



Instrumental Music

- **Band and Orchestra**
- **Third Grade Recorders**
 - Andy Pascoe
 - Winter and Spring Concerts



BOARD REPORT

2/10/09

10.2

10.2 **Career Pathways AB2448 Information Presented by Dr. Marvin Brown, Regional Occupational Program (ROP) Steering Committee Representative**

Under the new state legislation, ROP classes must now be part of a career pathway. The governing board of each district must be presented with these career pathways. Dr. Marvin Brown, steering committee representative for CCUSD and Mr. Randy Valenzuela, ROP coordinator for Los Angeles County Office of Education, will present the ROP career pathways.

**AB 2448/E.C. 52302
Overview For
The Culver City Unified School District Board
Of Education
February 10, 2009**



Governor Schwarzenegger signed Assembly Bill 2448, authored by Assembly member (now Senator) Hancock, on September 28, 2006 making its provisions effective January 1, 2007.

AB 2448 was a comprehensive piece of legislation that changed many aspects of the administration and operation of Regional Occupational Programs (ROPs). The main focus is to redirect training and service to better serve high school students. This will be accomplished by limiting the number of adults served, encouraging enrollment of more high school students, and to require ROPs to sequence their course offerings with community college courses leading to apprenticeships, certificates or degrees, industry certifications, or entry into high skill/high demand jobs.

AB2448: Changes To ROCP:

Some of the major changes that would impact our partner school districts include the following:

- It requires that all new courses developed by the Los Angeles County Regional Occupational Program (LACOROP) are approved by the Los Angeles County Office of Education (LACOE) governing board and submitted to the California Department of Education to be certified.

- It requires that ROPs serve no more than 10% of adults in their programs by July, 2011. The good news is that LACOROP has always maintained priority for high school students and currently serves 90% high school and 10% adult students.
- It establishes criteria to meet the unique needs of those students, under 16 years of age, and typically not ready for occupational training, to enroll in ROP.
- It suggests that as many courses as possible meet University of California requirements for A-G admission requirements.

Developing a Plan for State Funded Course Sequences:

As prescribed by E.C. 52302 (a), the governing board of each ROP shall ensure that at least 90 percent of all state-funded courses offered by the ROP and the community college offer instruction that is part of occupational sequences or pathways that target comprehensive skills.

The legislation also requires that the plan (and sequence of courses) be presented to the governing board of each school district served by the ROP. Every four years, after the plan has been submitted, the ROP shall submit an update of the plan to the local community colleges and department of education (E.C. 52302(b) (7)).

Definition of Course Sequencing:

An occupational course sequence (pathway) is defined as two or more career technical education (CTE) courses each offering at least 150 hours of instruction annually, in the same pathway offered by both the ROP and the community college in the local service area. At a minimum, the ROP must have at least one CTE course and the community college must have at least one CTE course to satisfy the two or more course requirement.

Districts, working with ROP staff, reviewed their course offerings to identify occupational themes. Middle schools course offerings were also identified for possible linkages through core instruction.

February 10, 2009
Page 3

During the past year and a half, ROP and district staff met with community colleges that offer continued and advanced training in the occupational area offered by the ROP. During these meetings, the sequences were presented and reviewed by the colleges.

Attached to this synopsis are copies of the sequences that have been developed for Culver City High School.

Certification of State Funded Course Sequences:

Certification that course sequences have been completed is due to CDE by July 1, 2010. Los Angeles County Regional Occupational Program has already met the course sequencing requirement and will submit their report before July 1, 2009.

Contact Information:

Randy Valenzuela
Coordinator
Los Angeles County Office of Education
Career and Workforce Development/Regional Occupational Program
9300 Imperial Highway
Downey, CA 90242
(562) 922-6733
Valenzuela_Randy@lacoed.edu

Certifications Available									Priority enrollment
Articulation Agreements									

Instructions: List courses that may be taken at each grade level as part of the pathway. All ROP courses must be labeled ROP using the official course title followed by the district course name in parentheses. Place UC labels after the course title from which the designation originated.

**College/Career Pathway Title: Nursing Career Pathway
Culver City Unified School District**

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
Culver City Middle School			High School				
						ROP Health Occupations Certified Nurse Assistant	<p align="center">Los Angeles Trade-Technical College</p> <p align="center">Nursing (Vocational) - Certificate of Completion</p>
							<p align="center">Post Secondary Education</p>
							<p>Prerequisite Courses</p> <p>High school graduate, EGD, U. S. University degree of A.S./A.A. degree is required. Foreign education will be considered once foreign transcripts are evaluated.</p> <p>HOC 1 Survey of Health Occupations Module A Skills Assessment (required) Module B Reading Remediation Module C Math Remediation Module D Study skills BIOLOGY 36*** Bio Science for Health Occupations ENGLISH 101 OR ENGLISH 28 Intermediate Reading & Composition</p>
							<p>Required Courses First Semester</p> <p>NRSRG 615 Introduction to Nursing REGNRSRG 62 Nutrition PSYCH 1 General Psychology I PSYCH 41 Life Span Psychology: From Infancy to Old Age</p>
							<p>Second Semester</p> <p>NRSRG 625 Medical Surgical Vocational Nursing I NRSRG 626 Pharmacology in Nursing</p>
							<p>Third Semester</p> <p>NRSRG 631 Maternal Newborn Nursing NRSRG 632 Pediatric Nursing NRSRG 635 Medical Surgical Vocational Nursing II</p> <p align="right">Total Units 47</p>
							<p>Recommended Elective Courses</p> <p>NRSRG 185 Directed Study Nursing (Computer Assisted Instruction) NRSRG 285 Directed Study Nursing (Audio-Visual/Skills Practice) NRSRG 385 Directed Study Nursing *If Advised **Biology 20 (A+P) may be taken in place of Biology 36</p>
							<p>Associate in Science Degree Requirements (Optional)</p> <p>U. S. History or Political Science Humanities (1 course meeting graduation requirements) PHYS ED Math requirement may be met by taking and successfully passing the LATTC Math Competency Exam or completion of a College Elementary Algebra course</p> <p align="right">Total Units 10</p>
							<p>The above courses may be taken at any time but must be completed prior to graduation if the student wants to receive the A.S. degree at completion of the program. *Nursing students are not required to complete a Health course for</p>

							<i>graduation</i>
Career Activities			Job Shadowing	Job Shadowing	Community Classroom	Community Classroom	
Certifications Available							
Articulation Agreements							Priority enrollment

Instructions: List courses that may be taken at each grade level as part of the pathway. All ROP courses must be labeled ROP using the official course title followed by the district course name in parentheses. Place UC labels after the course title from which the designation originated.

BOARD REPORT

2/10/09

12.1

12.1 **First Reading of Revised Administrative Regulation and Board Policy 5144, Students – Discipline**

It is recommended practice that the Board of Education regularly review Board Policies/Administrative Regulations that are significant to the operation of the district. A revised Administrative Regulation and Board Policy on Students – Discipline is being presented for second reading.

DISCIPLINE

Site-Level Rules

Rules for student discipline shall be developed at each school site. **In developing site-level disciplinary rules, the school shall solicit the participation, views and advice of one representative selected by each of the following groups: (Education Code 35291.5)**

1. **Parents/guardians**
2. **Teachers**
3. **School administrators**
4. **School security personnel**
(cf. 3515.3 – District Police/Security Department)
5. **For middle and high schools, students enrolled in the school**

Each school shall file a copy of its rules with the Superintendent or designee. and filed with the district office. These rules shall be adopted jointly by the principal or designee and a representative selected by classroom teachers employed at the school. The views of administrators, teachers, security personnel, parents/guardians and secondary school students shall be obtained when the rules are developed. The rules shall be consistent with law, Governing Board policy and district regulations. They shall be revised as necessary and shall undergo the site level review and adoption process at least every four years. **(Education Code 35291.5)** **The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5)** **Each school shall review its site-level discipline rules at least every four years. It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)** **Disciplinary strategies provided in Board policy, regulation and law may be used in developing site-level rules. These strategies include but are not limited to:**

1. **Referral of the student for advice and counseling**
(cf. 6164.2 – Guidance/Counseling Services)
2. **Discussion or conference with parents/guardians**
(cf. 5020 – Parent Rights and Responsibilities)
(cf. 6020 – Parent Involvement)
3. **Recess restriction**
4. **Detention during and after school hours**
5. **Community service**
6. **Reassignment to an alternative educational environment**
(cf. 6158 – Independent Study)
(cf. 6181 – Alternative Schools)
(cf. 6184 – Continuation Education)
(cf. 6185 – Community Day School)

DISCIPLINE (continued)

7. **Removal from the class in accordance with Board policy, administrative regulation and law**
8. **Suspension and expulsion**
(cf. 6155.1 – Suspension and Expulsion/Due Process)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))

~~All avenues of discipline provided in policy, regulation and law may be used in developing site-level rules. These include but are not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and expulsion.~~

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49000, 49001)

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to district property **or to obtain possession of weapons or other dangerous objects within the control of the student.**

(Education Code 49000, 49001)

(cf. 4158/4258/4358 – Employee Security)

(cf. 5131.7 – Weapons and Dangerous Instruments)

Community Service

~~Except when suspension or expulsion is required by law, the Superintendent, principal or principal's designee, at his/her discretion, may require a student to perform community service on school grounds during non-school hours instead of imposing other disciplinary action. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs. (Education Code 48900.6)~~

Recess Restriction

Certificated staff may restrict a student's recess time ~~under the following conditions~~ when he/she believes that this action is the most effective way to bring about improved behavior, **subject to the following conditions:**

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.

DISCIPLINE (continued)

2. The student shall remain under a certificated employee's supervision during the period of restriction~~detention~~.
3. Teachers shall inform the principal of any recess restrictions they impose.

Detention After School

Students may be detained **for disciplinary reasons** for up to one hour after the close of the maximum school day under the following conditions: **(5 CCR 353)**

1. A student who is transported by school bus shall be detained only until the time when the bus departs. (Code of Regulations, Title 5, Section 307, 353)
2. A student who is not transported by school bus shall be detained only after his/her parent/guardian has been notified of the day and amount of time involved.
3. ~~The student~~ **Student** shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 – weekend/Saturday ~~C~~classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal or principal's designee may, at his/her discretion, require a student to perform community service on school grounds, or with written permission of the student's parent/guardian off school grounds, during nonschool hours. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension pursuant to this section. (Education Code 48900.6)

Notice to Parent/Guardians and Students

The principal of each school shall ensure that students and parents/guardians are notified in writing of all Board policies, administrative regulations and individual school rules

Students

AR 5144(d)

DISCIPLINE (continued)

related to discipline at the beginning of each school year. Transfer students and their parents/guardians shall be so advised upon enrollment.

(Education Code 48980)

(cf. 5145.6 –Parental Notifications)

~~The notice shall state that these rules and regulations are available on request at the principal's office in all district schools.~~

Regulation

CULVER CITY UNIFIED SCHOOL DISTRICT

Reviewed:

Culver City, California

February 3, 1998

Regulation

Reviewed:

February 10, 2009

DISCIPLINE

The Governing Board desires to prepare youth students for responsible citizenship by fostering self-discipline and personal responsibility. ~~The Board perceives that good planning, a good understanding of each child, and parent involvement can minimize the need for discipline. Teachers shall use positive conflict resolution techniques and avoid unnecessary confrontations. When misconduct occurs, staff shall make every effort to identify and correct the causes of the student's behavior.~~ **The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.**

(cf. 5020 – Parent Rights and Responsibilities)

(cf. 5137 – Positive School Climate)

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.9 – Hate-Motivated Behavior)

(cf. 6020 – Parent Involvement)

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

(cf. 5131 – Conduct)

(cf. 5131.1 – Bus Conduct)

Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, color or sex.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. Continually disruptive students may be assigned to alternative programs or removed from school, in accordance with the law, Board policy and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Pursuant to Education Code 48904 and Civil Code 1714.1, parents/guardians are liable for the willful misconduct of their minor children that results in damages to school property or the injury or death of a district student, employee or volunteer.

(cf. 0450 – Comprehensive Safety Plan)

(cf. 3515 – Campus Security)

(cf. 3515.3 – District Police/Security Department)

(cf. 3515.4 – Recovery for Property Loss or Damage)

(cf. 4158/4258/4358 – Employee Security)

DISCIPLINE (continued)

~~(cf. 5131 – Conduct)~~

(cf. 5136 – Gangs)

~~(cf. 5142 – Safety)~~

(cf. 5144.1 – Suspension and Expulsion/Due Process)

(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 – Behavioral Interventions for Special Education Student)

~~(cf. 6164.5 – Student Study Teams)~~

(cf. 6164.5 – Student Success Teams)

(cf. 6184 – Continuation Education)

(cf. 6185 – Community Day School)

Staff shall enforce disciplinary rules fairly, consistently and without discrimination.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

(cf. 5145.3 – Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

Legal Reference:

CIVIL CODE

1714.1 Parental liability for child's misconduct

EDUCATION CODE

32280-32288 School safety plans

35146 Closed Sessions

35291 Rules

~~35291.5 School-adopted discipline rules~~

35291.5-35291.7 School-adopted discipline rules

~~35291.7 School-adopted discipline rules: additional employees~~

37223 Weekend classes

~~44807.5 Restriction from recess for disciplinary purposes~~

~~48630-48644.5 Opportunity schools~~

~~48900-48925-6~~ Suspension and expulsion

48980-48985 Notification of parents or guardians

49000-49001 Prohibition of corporal punishment

~~49330-48334~~5 Injurious objects

Students

BP 5144(c)

DISCIPLINE (continued)

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

Management Resources

CDE PROGRAM ADVISORIES

~~1023.88 Corporal Punishment, CIL 89/9-3~~

~~1110.89 Physical Exercise as Corporate Punishment, CIL 89/9-3~~

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

1010.89 Physical Exercise as Corporal Punishment, CIL 89/9-3

1223.88 Corporate Punishment, CIL: 88/9-5

WEB SITES

CDE: <http://www.cde.ca.gov>

USDOE: <http://www.ed.gov>

Policy

Adopted:

February 3, 1998

Policy

Reviewed:

February 10, 2009

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California

BOARD REPORT

02/10/09

12.2

12.2 Presentation of the Process for Pursuing a Parcel Tax

Ms. Bonnie Moss, Executive Vice President and Chief Operating Officer, of Tramutola, LLC will present an overview of the parcel tax process.

BOARD REPORT

14.1a Request to Change the Date of the April 28, 2009 Board Meeting

Dr. Myrna Rivera Coté, Superintendent, is requesting to change the April 28, 2009 Board meeting due to a conflict in scheduling. The California Title 1 Academic Achieving Awards Dinner has been scheduled for the same night and Dr. Coté and Ms. Laura will be attending the dinner honoring Linwood E. Howe Elementary and La Ballona Elementary. The date suggested to have the April 28, 2009 Board meeting moved to is Monday April 27, 2009.

RECOMMENDED MOTION: That the Governing Board of Culver City Unified School District agrees to move the April 28, 2009 Board meeting to April 27, 2009 as presented.

Moved by:

Seconded by:

Vote:



BOARD REPORT

2/10/09

14.2a

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

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

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

Moved by:

Seconded by:

Vote:

SCHOOL: Culver Park High School

**SINGLE PLAN FOR STUDENT ACHIEVEMENT
REVIEWING CHECKLIST**

<u>Yes</u>	<u>Needs Improvement</u>	<u>No</u>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I. Cover Sheet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	II. School Vision and Mission
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	III. School Profile
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	IV. Comprehensive Needs Assessment Components
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Data Analysis
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Surveys
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Classroom Observation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Student Work and School Documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Analysis of Current Instructional Program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V. Description of Barriers and Related School Goals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VI. Planned Improvement in Student Performance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Appendix A – School and Student Performance Data
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Appendix B – Analysis of Current Instructional Program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Appendix C – Programs Included in this Plan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Appendix D – Recommendations and Assurances
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Appendix E – Home School Compact
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Appendix F – School Site Council Membership

COMMENTS: _____

PLAN READ BY: _____ DATE: _____

The Single Plan for Student Achievement

Culver Park High School

School Name

19644441932656

CDS Code

Date of this revision: December 10, 2008

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Marianne Turner
Position: Principal
Telephone Number: 310 390-8886
Address: 5303 Berryman Ave.
Culver City CA 90230
E-mail Address: marianneturner@ccusd.org

Culver City Unified School District

School District

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

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

II. School Vision and Mission

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

BELIEFS.

We believe that:

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

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- Each person has the capacity for goodness

CULVER PARK HIGH SCHOOL MISSION STATEMENT

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

WE BELIEVE:

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

III. School Profile

SCHOOL PROFILE

Culver Park High School (CPHS) is the continuation school for the Culver City Unified School District. The district also has five elementary schools, one middle school, one high school, an adult school, an independent study school, and a pre-school program. Culver City is a small community surrounded by the city of Los Angeles and west of downtown. It encompasses 4.74 square miles and has a population of about 41,500. The median price for a home in Culver City is \$650,000, with the average household income estimated to be \$60,850. Culver City is known for its cultural trends in art, music, and theater. There are fine restaurants, some specializing in organic foods and various ethnic cuisines.

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

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

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

According to the California Basic Educational Data System (CBEDS) report dated October 2007 our student population is 63.64% Hispanic, 12.12% Caucasian, 13.64% African-American, 0% Pacific Islander, 3.03% Asian, 3.03% Filipino, and 4.55% Multiple or no response. Currently, English Language Learners are 24% of our student population.

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

Significant Changes

Positive School Climate:

CPHS nominates a student every month for the American Citizenship Award presented at the Board of Education meeting at the district office. The school campus was thoroughly cleaned and painted this past summer. A "No Fast Food" policy has been enforced to help maintain the cleanliness. Graffiti is greatly minimized as students become appreciative of CPHS as "their" school.

Improved Home/School Communication:

Culver Park high School has a page on the CCUSD website that parents can access for information on upcoming events at the school, such as "Back to School Night" and "Open House". CCUSD has contracted with School News to produce at least four newspapers a year to provide Culver City residents with information about what is going on in the schools. CPHS has an article published each time. Through funding under Bill AB1802 - Section 13, a counselor now provides students and their parents an individual academic review of coursework needed to graduate, educational options, and the necessity of passing the CAHSEE.

Benchmark Testing:

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

HeArt Project

The HeArt Project is a Los Angeles nonprofit arts education organization that brings professional artists to alternative high schools to work with students. Students present their artwork publicly in cultural settings like the Getty Villa, the Griffith Observatory, and UCLA. Students who succeed in the advanced level are eligible for scholarships to art colleges.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

B. Surveys

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following are the results identified by extended surveys ending June 2008

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

- Teachers are equipped with all materials needed such as; teacher text editions, curriculum guides, professional books, journals and technology along with teacher selected supplementary materials.
- Students are equipped with textbooks, supplemental books, learning center equipment.
- Instructional time is allotted through direct contact between teacher and student in the specific content area being assessed.
- Teacher's schedules have sufficient time for planning, yard duty and appropriate instructional time.
- Formal and informal instruction is adjusted to meet the individual or group needs based on performance and assessments.
- The organization and operation of the classroom is well managed by the individual teacher in each classroom based on student enrollment.
- Effective instruction is given with positive reinforcement acknowledging the various styles of the students and allowing a variety of hands on learning experiences.
- Our facilities support effective instruction by providing science labs, library reading areas and outside park facilities for physical education.
- The knowledge and skills of our teachers help students to grow and commit to higher academic goals.
- Teachers are receptive to the program showing teamwork, trust and encouragement.
- Communication has greatly improved on all levels. A bond between principal, teachers, students, and parents exists that now creates trust and communication on all levels to enrich the learning environment. This is evident through the use of district newsletters, PTA bulletins, out of district course announcements, and a variety of neighborhood flyers informing all of ongoing opportunities for community services and an assortment of activities designed to encourage the student to participate as a functioning member of our unique city culture. The community has stepped in and has benefited through verbal communication with the school's staff to make clear improvements for students traveling from home to school and back.

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

- Teachers will incorporate more directive teaching and project-based learning into the curriculum.
- Benchmark testing through West Ed's Galileo project is being used to analyze student performance.
- Administration is working on improving the quality and meaningfulness of staff development.
- California Content Standards Framework guides are being ordered. Currently, we have implemented the standards in math and reading.

C. Classroom Observations

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

The 2007-2008 schoolwide action plan calls for directive teaching lessons to occur on a regular basis in classrooms regardless of the course in which the student is enrolled. There are four teachers on campus and each teacher has been assigned a primary subject area. The major focus areas are: math, English, social science, and science. Teachers are now putting together whole group lessons that apply to all the domains of the subject area. In the English and math classes teachers are conducting group practices in preparation for the CAHSEE, as well as having students on similar assignments work in pairs or small groups. In social science the teacher is alternating lecture/note-taking/quizzes with students working independently. The science room has new lab tables and microscopes for the teacher to incorporate experiments and projects into her program. New computers have just been installed in the classrooms.

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

D. Student Work and School Documents

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

Culver Park High School has had a School Safety Plan in effect since 1997. The plan is updated yearly. For 2008 the plan has the following components and goals:

Component #1 - People & Programs

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

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

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

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

Component #2 - Physical Plan

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

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

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

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

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

V. Description of Barriers and Related School Goals

STUDENT ACHIEVEMENT

The California High School Exit Exam (CAHSEE) is the primary source of student assessment information that shows a true reflection of students' ability and their performance level. Students know they need to pass this exam in order to graduate. Unfortunately, they are not as motivated when it comes to the California Standards Tests (CSTs). As a staff, we are working on ways to give them more of an incentive to do well on the CSTs, such as correlating it to the CAHSEE and allowing them to substitute assignments in their classes for a strong test performance.

Even though the validity of the results of the CSTs is questionable, staff is concerned about the slow progress of some students in the areas of math and language arts. There are indications that a few of our students have serious deficits in comprehending and find it difficult to complete the curriculum without accommodations. We will allocate Title I funds so that an ELD aide can support student learning by providing individual and small group tutoring to identified at-risk students.

The Alternative School Accountability Model School Report (ASAM) is the most accurate reflection of the school's performance in being able to measure students' improvement in reading, attendance, and behavior.

CREDIT DEFICIENCIES

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

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

Faculty and administration have agreed to explore and implement new ways to monitor credit achievement of the students collectively and independently in specific and timely ways to more effectively track student achievement and provide interventions if necessary. The average credits earned per semester has risen from 22 in 2005 to 36 in 2008.

VI. Planned Improvements in Student Performance

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

<p>SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) SUBJECT AREA: LANGUAGE ARTS</p> <p>PERFORMANCE GAP: Student groups scoring poorly in reading comprehension on state tests</p> <p>GOAL: In 2010, by increasing 2% incrementally from one performance level to the next, the end result will be an overall 10% increase in student achievement</p>	
<p>Student groups and grade levels to participate in this goal: All students in grades 10 and 11</p>	<p>Anticipated annual performance growth for each group: Steady yearly increase in the percent of questions correct on the language arts CSTs</p>
<p>Means of evaluating progress toward this goal: CCUSD, in partnership with WestEd, has implemented a local accountability system to help raise achievement level in the schools; as part of the district's Galileo project, benchmark testing in language arts will occur three times a year</p>	<p>Group data to be collected to measure academic gains: Galileo's benchmark testing data, along with the language arts test results from the CSTs and the CAHSEE will be collected and analyzed</p>

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
Students who have not passed the CAHSEE will receive study guides provided by the state and the English teacher will hold group directive teaching lessons as preparation for the test	September 2008 - June 2009			
Students who have not passed the CAHSEE will be encouraged to take the CAHSEE prep course at the adult school	September 2008 - June 2009			
Title I funds to be allotted to hire a part-time ELD aide to provide tutoring in language arts for students who struggle with reading comprehension	November 2008 - June 2009	Part-time ELD aide position		Title I funds
Appropriate supplemental curriculum	September 2008 - June 2009			
Professional development for teachers on differentiated learning strategies (i.e.: Marzano and Bloom)	September 2008 - June 2009			
Analyze data from benchmark testing to identify students' specific strengths and weaknesses to drive instruction	September 2008 - June 2009			

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

VI. Planned Improvements in Student Performance (continued)

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

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
Students who have not passed the math section of the CAHSEE will receive study guides provided by the state and the math teacher will hold group directive teaching lessons as preparation for the test	September 2008 - June 2009			
Students who have not passed the CAHSEE will be encouraged to take the CAHSEE prep course at the adult school	September 2008 - June 2009			
Computer programs and appropriate supplemental curriculum to support learning	September 2008 - June 2009	Computer programs		Site Council Budget
Daily practice/drill	September 2008 - June 2009			
Analyze data from benchmark testing to identify students' specific strengths and weaknesses to drive instruction	September 2008 - June 2009			

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

VI Planned Improvements in Student Performance (continued)

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

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
Purchase of new lab tables, benches and microscopes	June 2008			School Council Budget
Purchase of new computers, printers and computer-assisted software	September 2008			School Council Budget
Science field trips	January 2008- June 2009			School Council Budget
Increase project-based learning	September 2008 - June 2009			
Purchase instructional materials and supplemental curriculum	September 2008-June 2009	Workbooks, supplies		School Council Budget

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

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

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

VI Planned Improvements in Student Performance (continued)

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

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Relevant class assignments, such as: debates during election time	October 2008 - June 2009			
Opportunities for students to participate in extra activities, such as: United Nations debate team	January 2008 - June 2009			
Social science field trips	January 2008 - June 2009			Site Council Budget
Interdisciplinary units	September 2008 - June 2009			
Appropriate supplemental curriculum	September 2008 - June 2009	Workbooks, supplies		Site Council Budget

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

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

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

VI Planned Improvements in Student Performance (continued)

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

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Enroll students in the Career Development course	September 2008 - April 2009			
Utilize assessment tools and inventories to assist students in exploring careers and vocations of interest as part of the Career Development course	September 2008 - April 2009			
Integrate career exploration component into course descriptions, when applicable	September 2008 - June 2009			
Arrange for guest speakers to present on careers of interest to students	September 2008 - June 2009			
Develop community partnerships in which students can job shadow	September 2008			
Increase enrollment in ROP and SCROC	September 2008			
Field trips to continuing education institutions, such as Los Angeles Trade-Technical College and Santa Monica College	Spring 2009			
Participate in partnerships designed to support the Arts	September 2008 - May 2009			

(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		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Number Included	22	14	17	4	1	2	3	4	1	0	0	2
Growth API	427	464	498									
Base API	564	419	464									
Target	D	D	D									
Growth	-137	45	34									
Met Target		D										

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Number Included	15	7	11	3	2	5	6	7	9	3	1	0
Growth API												
Base API												
Target												
Growth												
Met Target												

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

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Annual Testers	917	859	791			
Percent with Prior Year Data	99.6%	92.4%	99.9%			
Number in Cohort	913	794	790	432	498	471
Number Met	585	414	511	173	170	221
Percent Met	64.1%	52.1%	64.7%	40%	34.1%	46.9%
NCLB Target	52.0%	48.7%	50.1%	31.4%	27.2%	28.9%
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		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	84	100	100	-	-	-	50	-	100	-	-	-
Number At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
Percent At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
AYP Target	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**
Met AYP Criteria	Yes	Yes	Yes	-	-	-	-	-	-	-	-	-

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	100	100	-	100	100	-	100	-	-	-
Number At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
Percent At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
AYP Target	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**
Met AYP Criteria	-	-	-	-	-	-	-	-	-	-	-	-

* = AYP Target for Elementary/Middle Schools (2006=24.4%), (2007=24.4%), (2008=35.2%)

** = AYP Target for High Schools (2006=22.3%), (2007=22.3%), (2008=33.4%)

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		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	67	50	80	-	-	-	50	-	50	-	-	-
Number At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
Percent At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
AYP Target	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**
Met AYP Criteria	Yes	Yes	Yes	-	-	-	-	-	-	-	-	-

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	75	100	100	0	-	100	67	-	50	-	-	-
Number At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
Percent At or Above Proficient	-	-	-	-	-	-	-	-	-	-	-	-
AYP Target	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**
Met AYP Criteria	-	-	-	-	-	-	-	-	-	-	-	-

* = AYP Target for Elementary/Middle Schools (2006=26.5%), (2007=26.5%), (2008=37.0%)

** = AYP Target for High Schools (2006=20.9%), (2007=20.9%), (2008=32.2%)

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 2007-2008											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11	1	25	2	50	1	25						4
12	3	25	6	50	3	25						12
Total	4	25	8	50	4	25						16

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
According to No Child Left Behind, "a highly qualified teacher must have a bachelor's degree, full state certification, as defined by the state, and demonstrate competency, as defined by the state, in each core academic subject he or she teaches."
Culver Park High School teachers are fully credentialed and have a full BCLAD/CLAD certification. Four teachers hold master's degrees and one holds a bachelor's degree.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
The principal of Culver Park High School is currently enrolled in AB430, Principal Training sponsored by the Los Angeles County Office of Education (LACOE), Educational Leadership Programs (ELP) and California Technology Assistance Project (CTAP). One of the goals of this program is to increase administrators knowledge of the use of state-adopted instructional materials to strengthen teaching and learning to improve student achievement. Module 1 of AB430 includes sessions on text book adoptions of Holt (Reading/Language Arts) and McDougal-Littel (Algebra).
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
All Culver Park High School teachers meet the state's definition of a highly qualified teacher in their core academic subjects. Teachers have access to AB466 training to provide them with professional development aimed at assisting them in their delivery of the state content standards to students.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
 One of the goals that is a Culver City Unified School District priority is for sites to provide professional development opportunities and materials that prepare, renew and inspire teachers to deliver the curriculum in an engaging manner that motivates and addresses the needs of all students.
 At the Administrative Retreat (August 2008) one of the focuses was how to work with teachers to use the data collected from benchmark assessments to its fullest to improve instruction and increase student learning. The reflection process, facilitated by consultant Dennis Fox, was broken down into steps to help administrators guide the teachers. The team starts by identifying findings, drawing inferences, and comparing data. Then instructional strategies and practices are reviewed, as well as interventions that could be put in place. The staff development at Culver Park High School prior to the start of school included a discussion of using data to drive instruction.
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
 The district's consultant, Dennis Fox, will hold workshops for teachers on the mid-year professional development day. The topic will be the teacher reflection process used to analyze data collected from benchmark assessments to drive instruction. Teachers will be grouped according to subject areas and Culver Park High School teachers will be participating. These workshops support the professional development done at the beginning of the year with teachers and administrators.
 A Teacher on Special Assignment (TOSA) is coordinating the benchmark assessments at the comprehensive high school and Culver Park High School. His role is also to be a support resource to teachers who have questions about how to best use test data to determine students' strengths and weaknesses and to help them set up appropriate interventions.
8. Teacher collaboration by grade level (EPC)
 Since Culver Park High School has such a small staff, teachers share a common prep period which allows for time to plan interdisciplinary teaching assignments. Teachers meet informally daily and a formal staff meeting is held weekly. All teachers are members of the School Site Council and had input into the development of the school plan, including a budget. The School Site Council agreed upon the educational strategies that are being implemented at our school to help our students achieve at their highest levels.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
 In all courses taught at Culver Park High School there is an alignment of curriculum, instruction, and materials to the content and performance standards.
 One of the priorities of the Culver City Unified School District is that all sites address the California State Standards and the individual needs of our students. Culver Park High School is an opportunity for students to achieve. We provide them with resources and support.
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
 Culver Park High School adheres to the recommended instructional minutes for reading/language arts and mathematics and access to standards-aligned core courses as outlined in the Essential Program Components. The school's master schedule provides effective use of instructional time to provide all students access to English/language arts and Algebra I courses. CPHS has math and reading interventions to help students gain the skills necessary to pass related components on the California High School Exit Examination (CAHSEE).
11. Lesson pacing schedule (EPC)
 While Culver Park High School does not have a formal lesson pacing schedule, teachers fulfill all requirements needed to cover the California State Standards. Since Culver Park High School is a continuation school, coursework is individualized and paced according to students strengths and weaknesses.
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
 There is availability of standards-based instructional materials appropriate to all student groups. Each student is given their own textbook for each course. Additional instructional materials, such as computer software, consumable materials, and supplemental texts to the board-adopted textbooks are available. Guest speakers and field trips can be arranged upon request.

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

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
 Each student at Culver Park High School has an individualized program designed to work with their strengths. There is a 20:1 ratio of teacher to student in each classroom which allows for more 1:1 instruction than in a traditional setting. Accommodations are made, if necessary, to fit a student's unique learning style. Students can prove subject matter competency through alternative means, such as testing orally instead of taking a written exam. The set up of our classes provides time for re-teaching when needed.
15. Research-based educational practices to raise student achievement at this school (NCLB)
 Teachers at Culver Park High School use research-based educational practices to help raise student achievement. In reading we provide instruction in the five areas promoted by No Child Left Behind. We focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Various teaching approaches, such as whole language and scaffolding, are used when appropriate.
16. Opportunities for increased learning time (Title I SWP and PI requirement)
 The school day at Culver Park High School goes from 8:05 a.m. to 12:30 p.m. Except for a 15 minute nutrition break in the middle, the day is all instructional time. The purpose of the shorter day is to make the students' time on campus more productive and to give them additional time outside of school to earn credits toward their high school diploma. Students have the opportunity to take Regional Occupation Program classes, classes through the Venice Skills Center, enroll in community college, and take courses on-line.
17. Transition from preschool to kindergarten (Title I SWP)
 N/A

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
 Attendance is carefully monitored at Culver Park High School through consistent home/school communication regarding absences. Our attendance clerk is Bilingual, which is a tremendous asset since she can communicate with our Spanish-speaking parents. All home/school written communication is in both English and Spanish.
 Through funding under Bill AB1802 - Section 13, a counselor provides students and their parents an individual academic review of coursework needed to graduate, educational options, and stresses the necessity of passing the CAHSEE. Tutoring classes and study guides are available to help students pass the CAHSEE.
 CCUSD has contracted with School News to produce at least four newspapers a year to provide Culver City residents with information about what is going on in the schools. CPHS has an article published each time.
 CCUSD holds evening and Saturday workshops so parents can learn about homework expectations and the college application process.
 The Free/Reduced Lunch Program is available to families of lower socio-economic status; 36% of our students take advantage of this opportunity.
19. Strategies to increase parental involvement (Title I SWP)

Culver Park High School ensures effective involvement of parents in a supportive partnership and to support a partnership to improve student academic achievement, through the following activities: provide grade reports and progress reports to parents, schedule parent conferences as needed at a convenient time for parents, provide parents with access to teachers through email and telephone, and make personal phone calls home when a student is absent.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)
Culver Park High School Single Plan for Student Achievement is reviewed and updated annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is 1 principal, 5 teachers, 2 parents, and 4 students. The school site council meets monthly during the school year, with the common goal of improving the school for all students.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB) Title I funds are allocated so that an ELD aide can support student learning by providing individual and group tutoring to identified at-risk students.
The Galileo project, the local accountability system to help raise achievement level in the schools, is categorically funded.
Our categorical funds provide supplemental curriculum to add to our textbooks in an effort to improve teaching and learning in the classrooms.

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.	\$4935.20
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	\$
Total amount of state categorical funds allocated to this school	\$4935.20

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 checked="" type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$9456.62
<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)	\$
Total amount of federal categorical funds allocated to this school		\$9456.62

Total amount of state and federal categorical funds allocated to this school	\$14,391.82
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

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


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

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

Other (*list*)
WASC Self-Study Leadership Team
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 01-13-2009

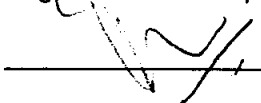
Attested:

Marianne Turner
Typed name of school principal


Signature of school principal

1/14/09
Date

Anitha Matilda
Typed name of SSC chairperson


Signature of SSC chairperson

1/14/09
Date

Appendix E - Home/School Compact

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

Student Pledge:

STUDENT PLEDGE: I will

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

Parents Pledge:

PARENT PLEDGE: I will

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

Staff Pledge:

TEACHER PLEDGE: We will

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

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Marianne Turner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joseph Salas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leslie Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Lanier	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anitha Matilda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Betty Sparkman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Lee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Richard Tellez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ismael Ortega	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jessica Peralta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Samantha Wade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Angel Tellez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	5		2	4

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

BOARD REPORT

2/10/09
14.2b

14.2b Approval is Recommended for the Single Plan for Student Achievement (SPSA) for La Ballona Elementary School

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

RECOMMENDED MOTION: That the Board approve the Single Plan for Student Achievement, as submitted, for La Ballona Elementary School

Moved by:

Seconded by:

Vote:

SCHOOL: La Ballona Elementary School

**SINGLE PLAN FOR STUDENT ACHIEVEMENT
REVIEWING CHECKLIST**

<u>Yes</u>	<u>Needs Improvement</u>	<u>No</u>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I. Cover Sheet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	II. School Vision and Mission
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	III. School Profile
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	IV. Comprehensive Needs Assessment Components
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Data Analysis
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Surveys
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Classroom Observation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Student Work and School Documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Analysis of Current Instructional Program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V. Description of Barriers and Related School Goals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VI. Planned Improvement in Student Performance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Appendix A – School and Student Performance Data
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Appendix B – Analysis of Current Instructional Program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Appendix C – Programs Included in this Plan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Appendix D – Recommendations and Assurances
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Appendix E – Home School Compact
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Appendix F – School Site Council Membership

COMMENTS: _____

PLAN READ BY: _____ DATE: _____

The Single Plan for Student Achievement

La Ballona Elementary School

School Name

19-64444-6012694

CDS Code

Date of this revision: 10-14-2008

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: Christine Collins
Position: Principal
Telephone Number: (310) 842-4334
Address: 10915 Washington Blvd.
Culver City CA 90232-4045
E-mail Address: christinecollins@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 90232-2848
E-mail Address: myrnariveracote@ccusd.org

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

II. School Vision and Mission

DISTRICT MISSION STATEMENT

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

BELIEFS

We believe that:

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

LA BALLONA SCHOOL MISSION STATEMENT

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

BELIEFS

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

III. School Profile

La Ballona Elementary School has a current student population of 496 students in grades Kindergarten through five. Hispanic students make up 71% of the student population; 11% of the students are white; 7% of students are Asian; 4% of students are African American; 7% of students are other ethnicities including multiple. There are 22 general education classrooms, plus a room for ELD resource, speech, and the Resource Specialist Program. The school has a library and a computer lab. La Ballona has a Family Center, staffed by one full time case carrier and a part time social worker. The instructional staff includes a principal, 23 general education teachers (one pair of teachers job share), two special education teachers (job share), one physical education teacher, two P.E. aides, 4 instructional aides, 4 one-on-one special education aides, one ELD resource teacher, one ELD aide, one resource aide, one speech therapist, one library clerk, and one computer lab assistant.

All La Ballona's teaching staff are fully credentialed and specifically certified to teach second language learners. More than half of the teachers have Masters Degrees. All teachers and aides are highly qualified as determined by NCLB.

La Ballona believes in building positive developmental assets in children. We practice progressive discipline with a strong emphasis on teaching appropriate behavior and reinforcing positive choices.

La Ballona parents are encouraged to participate in all areas of our school. They serve on curriculum committees, advisory boards (SSC, ELAC, GATE Advisory), participate in PTA, attend Family Nights, Open House, Science and Book Fairs, Bank Days, field trips, International Dinner, tutoring, parenting classes, the Latino Family Literacy Program, materials production, and more. Parents are encouraged to communicate with teachers and the principal at any time.

Equal Access to Core Curriculum

Standards of excellence are held high for all students at La Ballona. Students with special needs have equal access to the curriculum. The classroom teacher is responsible for the core curriculum of each student.

EL (English Learner) students are identified by the Home Language Survey. Students are tested in English within 30 days and in Spanish, if applicable, within 90 days. A student's proficiency in English is determined by the results of a State exam of listening, speaking, reading, and writing in English, standardized tests, the district writing assessment, and classroom performance. Students are tested yearly until they are re-designated as FEP. All EL students receive specialized instruction and support from the ELD Specialist as well as being given ELD and SDAIE instruction by the regular CLAD certified classroom teacher.

All students are identified as Title I. At-risk students in grades 2-5 are identified by CST and CAT6 scores in Reading/Language Arts and Mathematics, and grade reports in reading and math. In Kindergarten and 1st grades at-risk students are identified by performance on district developed benchmarks. At-risk students' academic progress is monitored throughout the year. They receive intervention support from the classroom teacher on a daily basis as well as extended learning times through after school classes.

The Resource Specialist provides instruction according to IEPs of identified students. The IEPs are reviewed yearly. The classroom teacher and RSP teacher collaborate in monitoring each student's progress. The RSP teacher attends the formal parent conference. A Speech Specialist provides additional help for those students with a speech IEP. A goal for the future is to allow a time for reviewing and planning between the classroom teacher and RSP/Inclusion Specialists.

GATE students are identified, beginning in third grade, and are provided with differentiated instruction. They are challenged above and beyond the curriculum by the classroom teacher with open-ended questions, activities and projects that encourage an advanced grade level thinking.

A student study team (SST) meets regularly to discuss students at risk. Students at-risk are identified by the classroom teacher, the parent, or other school personnel. They are identified based on academic concerns, classroom performance, or other social, emotional and psychological needs. The student study team is a general education function, composed of a team of general education teachers, a Resource Specialist, the Principal, the Speech Specialist, EL Specialist, psychologist and, often times, a parent. Intervention strategies are discussed and recommended, and timetables given for follow-up study.

Attendance/ Dropout

Attendance at La Ballona is 96.0%. The first strategy used for improving attendance is a letter home to parents at the beginning of the year informing them of attendance requirements/procedures. When there appears to be a problem, the Family Center may intervene to assist with health and family issues. Other strategies include parent conferences, phone calls to parents, principal intervention and SARB letters. Outstanding attendance is recognized monthly in the school newsletter and at the end of the year.

Transition from Preschool to Elementary/Middle School

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

La Ballona students matriculate into Culver City Middle School. Each spring the 5th grade students visit the Middle School and are given a tour and mini-orientation. Middle School counselors and students visit the 5th grade classes to plan classes and to answer questions.

5th grade teachers are knowledgeable of the adjustments to Middle School and prepare the students for this transition academically, socially, and emotionally, throughout the year.

Historically Underserved Populations

Teachers and Staff at La Ballona are sensitive to the particular needs of our students (culturally, gender, ethnically, socio-economically, physically, educationally). La Ballona teachers and staff make a conscious effort to provide our students equal opportunities to succeed and participate in all school activities. Additionally, all teachers in Culver City Unified School District have been provided with professional development about the implications of poverty in an educational setting, referencing the work of Ruby Payne.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

39% of the the student population at La Ballona Elementary School are English language learners as indicated by CELTD data. English language learners have not met target goals for English Language Arts in the California standards test. Consistent progress has not been achieved in language arts in all grade levels. School-wide, there has been progress in math performance on the California Standards Tests. However, English language learners are significantly lower than all other subgroups in math performance. According to the CST Science Test, fifth grade performance has improved. However, English Language Learners are significantly lower than all other subgroups in science performance. A pernicious achievement gap between English Language Learners and other subgroups exists.

The API for All Students at La Ballona Elementary School increased from 779 to 797 in 2008.

The API for the significant sub-groups at La Ballona Elementary School increased as follows:

Hispanic sub-group- API increased from 742 to 761 in 2008

English Language Learners- API increased from 706 to 739 in 2008

Economic Disadvantaged sub-group- API increased from 723 to 748 in 2008

B. Surveys

Conclusions from Parent, Teacher and Student Input indicate:

Parents are satisfied with the overall academic curriculum, but indicated areas for improvement: need to supplement social studies and science with more resources, more emphasis on aerobic capacity in P.E., lack of student accessibility to computers (limiting acquisition of computer skills), and stronger Fine Arts program. Technology is of great need. We continue to address needed improvements in technology as a district through the TIE grant.

C. Classroom Observations

We will provide each student with the opportunities, resources and support necessary to achieve his or her academic and personal goals.

La Ballona has ongoing staff development focusing on research-based practices.

We will create and maintain a safe learning environment.

La Ballona supports a progressive discipline plan focusing on developmental assets.

We will develop and maintain challenging learning experiences and environments that not only enable all students to meet or exceed recognized standards, but also inspire them to achieve their highest personal and academic goals.

La Ballona staff is provided with ongoing staff development on Differentiated Instruction, EL, and GATE Education to meet individual learning needs.

We will develop the character of each student in a dynamic community that reflects common core values of our society.

La Ballona implements the district's Character Traits Program, Drug/Violence Prevention Program, holds weekly school wide assemblies, reinforcement program (Lion's Pride & class recognitions).

We will attract, value, and support our educational teams to provide the best learning opportunities for our students.

La Ballona provides our educational teams with opportunities for professional development and regular intra/inter grade level articulation.

We will take full advantage of the community's diverse resources.

La Ballona actively encourages student/parent participation in programs offered by community resources,

including business, artistic, and service organizations

D. Student Work and School Documents

Classroom instruction is designed to provide direct, explicit instruction, highly structured practice, guided practice and independent practice. Classroom assignments provide appropriate challenge and intervention when necessary. Many teachers have been trained to differentiate instruction using the tenets of depth and complexity by Donna Bennet. Teachers use small, flexible grouping strategies to pre-teach and re-teach concepts and skills during daily Workshop time. Homework is designed to provide students with review and practice of classwork.

Students in 2nd through 4th grade receive weekly instruction in ST MATH and piano keyboarding through the MIND Research Institute Math+Music Program. The MIND Institute's ST MATH software is a series of computer-delivered games and puzzles that utilize spatial temporal reasoning to teach math concepts aligned to state standards. Spatial temporal reasoning is the innate ability to visualize and manipulate images through a sequence of steps in space and time. This non-language based approach delivers the instruction in a way the brain is hard-wired to receive, and avoids unnecessary complexity and confusion inherent in a language-first approach. The use of graphic images and sequences to introduce math principles assists students in recognizing and grasping math concepts and problems before they learn the specialized math symbols and terminology which represents the problems in the abstract. To win the games, students must learn the math. They consistently enjoy playing the games and do learn the math. The games involve no text and are language independent. Therefore, students from diverse backgrounds can achieve math success regardless of English language proficiency .

The music component of the program has been shown to enhance the student's ability to visualize problems and to perform better on mathematics standardized tests. Music has a mathematical architecture. Math+Music puts a special emphasis on symmetry including special songs which equally exercise the left and right hands. When students learn music, they also learn to recognize musical patterns and symmetries, and to connect their understanding of music to mathematics such as addition, fractions, proportions and ratios. Additionally, spatial temporal reasoning is a highly valuable general problem-solving skill. The Math+Music program provides a critical link for our students in developing the critical thinking skills and motivations they need to achieve at higher levels and to succeed in school and in life.

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

Teachers completed an Analysis of Process form as a collaborative effort at La Ballona Elementary School. A summary of responses listed by academic content area is shown below:

READING:

Top three program elements with the highest ratings:

1. Teachers' knowledge and skill of reading content.
2. Providing an effective learning environment.
3. Time spent on instruction.

Three program elements with the lowest ratings:

1. Teachers' schedules
2. Materials for Parents
3. Communication Systems

WRITING:

Program elements with the highest ratings:

1. Teachers' knowledge and skill
2. School environment conducive to learning
3. Classroom management

Three program elements with the lowest ratings:

1. Materials for parents
2. Teachers' schedules
3. Staff development

MATHEMATICS:

Program elements with the highest ratings:

1. Teacher's knowledge and skills
2. Materials/equipment for students
3. Time spent on instruction

Three program elements with the lowest ratings:

1. Materials/equipment for parents

- 2. Teachers' schedules
- 3. Communication systems

SCIENCE:

Program elements with the highest ratings:

- 1. Diagnosing learning and prescribing instruction on a students/group basis
- 2. Assessing student results or outcomes
- 3. Managing the classroom

Program elements with the lowest ratings:

- 1. Staff development
- 2. Assessing student results
- 3. Materials/equipment for parents
- 4. Teachers' schedule

SOCIAL STUDIES:

Program elements with the highest ratings

- 1. Managing the classroom
- 2. Physical facilities
- 3. Effective instruction in a positive environment

Program elements with the lowest ratings:

- 1. Communication Systems
- 2. Teachers' schedules
- 3. Staff development
- 4. Time spent on instruction

FINE ARTS:

Program elements with the highest ratings

- 1. Providing effective instruction
- 2. Teacher knowledge and skill
- 3. Materials for teachers

Program elements with the lowest ratings:

- 1. Materials for parents
- 2. Diagnosing learning
- 3. Teachers' schedules

TECHNOLOGY:

Program elements with the highest ratings

- 1. Managing the classroom
- 2. Teacher receptivity
- 3. Math + Music Program

Program elements with the lowest ratings:

- 1. Technology maintenance
- 2. Teachers' knowledge and skills
- 3. Materials for students

V. Description of Barriers and Related School Goals

39% of the the student population at La Ballona Elementary School are English language learners as indicated by CELTD data. English language learners have not met target goals for English Language Arts in the California standards test. Consistent progress has not been achieved in language arts in all grade levels. School-wide, there has been progress in math performance on the California Standards Tests. However, English language learners are significantly lower than all other subgroups in math performance. According to the CST Science test, fifth grade performance has improved. However, English Language Learners are significantly lower than all other subgroups in science performance. There is a very apparent achievement gap between English Language Learners and other subgroups.

The School Site Council has analyzed the available student performance data fo all students including English language learners, economically disadvantaged students, gifted and talented students, and students with exceptional needs. The council has also obtained and considered input from the community. Based upon this analysis, the council has established the following performance improvement goals:

READING:

1. Phonemic Awareness - Kindergarten and 1st Grade

Possible barriers to proficient performance include:

Primary home language is not English

Limited language experience

Lack of experience listening to literature

Lack of additional support staff to facilitate small group or individual instruction

2. Word Analysis and Vocabulary Development -Grades 2-5

Possible barriers to proficient performance include:

Limited vocabulary development

Limited acquisition of academic language

High percentage of students are English language learners

Limited oportunites to engage in conversations in the formal register

3. Reading Comprehension - Grades 2-5

Possible barriers to proficient performance include :

High percentage of students are English language learners

Limited vocabulary

Limited proficiency in academic language

Limited instruction in concept development and inferential comprehension

WRITING:

1. Writing Strategies - Grades 2-5

Possible barriers to proficient performance include:

High percentage of students are English language learners

Language register is casual

Limited proficiency in academic language

Limited vocabulary

Lack of writing opportunities and formal writing instruction

Long absences and frequent absences

Weaknesses in oral language skills

MATHEMATICS:

1. Algebra and Functions & Number Sense- Grades K-5

Possible barriers to proficient performance include:

Weaknesses in parent participation in homework follow-through

Weak English language proficiency

Limited vocabulary of the discipline

Ever increasing cognitive load required by multi-step problems

Limited proficiency in number sense

Weak basic skills in addition, subtraction, multiplication and division

Lack of professional development in mathematical concept development

SOCIAL STUDIES:

1. Improve Report Grades in Social Studies

Possible barriers to proficient performance include:

Lack of instructional time

Weak background knowledge

Limited academic language

Weak reading comprehension

Lack of professional development in content area

SCIENCE:

1. Increase percent of 5th Grade students scoring Proficient and Advanced on CST Science

Possible barriers to proficient performance include:

Limited instructional time for science

Lack of exposure to and knowledge of the language of the discipline

Primary grades require additional materials

Lack of measurable assessment

Weak background knowledge base

VI. Planned Improvements in Student Performance

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

<p>SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) Reading/Language Arts</p> <p>1. Phonemic Awareness: 2. Reading Comprehension: 3. Word Analysis and Vocabulary Development: .</p>	
<p>Student groups and grade levels to participate in this goal: Kindergarten and 1st Grade- 82% of students will meet or exceed district benchmarks for all four areas of phonemic awareness.</p> <p>Grades 2-5 - Students in grades 2-5 will score 60% of answers correct in the Reading Comprehension section of the California Standards Test.</p> <p>Grades 2-5 - Students in grades 2-5 will score 70% of the answers correct in the Word Analysis and Vocabulary Development portion of the California Standards Test.</p>	<p>Anticipated annual performance growth for each group: Grades 2-5 - Students in grades 2-5 will score 60% of answers correct in the reading comprehension section of the California Standards Test, with an increase of 5 % each year thereafter.</p> <p>Grades 2-5 - Students in grades 2-5 will score 70% of the answers correct in the Word Analysis and Vocabulary Development portion of the California Standards Test and increase 5% thereafter.</p>
<p>Means of evaluating progress toward this goal: Phonemic Awareness: District Benchmark Assessments for K-1.</p> <p>Reading Comprehension: CST</p> <p>Word Analysis and Vocabulary Development: CST</p>	<p>Group data to be collected to measure academic gains: District Benchmark Assessments CST OCR Unit Assessments</p>

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Provide professional development for teachers with a focus on increasing familiarity with District benchmark assessments (Galileo) and rubrics, differentiated instruction, and best strategies for English language development.	on-going			SI, AB 1802
Purchase additional appropriate supplemental materials.	on-going			SI, AB 1802
Implement daily time for Workshop (universal access and flexible group strategies) in all classrooms.	on-going	no charge		
Implement Earobics program in Kindergarten and 1st grade classrooms.	on-going			SI
Provide literacy instruction trainings for parents and Family Literacy Nights.	on-going			SI AB 1802

Enhance classroom and site library collections.	on-going			SI
Continue to learn and implement best instructional practices (i.e. Marzano, Bloom, Kame'enui, Hill & Flynn).	on-going			SI AB 1802
Use Accelerated Reader Program to supplement fluency and comprehension practice.	on-going			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)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Writing Proficiency	
Student groups and grade levels to participate in this goal: Kindergarten - 5th Grade Significant focus on English language learners and socio-economically disadvantaged population.	Anticipated annual performance growth for each group: Kindergarten-1st Grade: 95 % will meet minimum writing benchmarks. 75 % will exceed benchmarks for writing. Grade 2: Will score 60% Grade 3: Will score 65% Grade 4: Will score 55 % Grade 5: Will score 55%
Means of evaluating progress toward this goal: Kindergarten and 1st grade progress will be evaluated with District benchmarks for writing. Grades 2-5 will be evaluated by the Writing Strategies portion of the CST. 4th Grade STAR Writing results. Writing responses (OCR)	Group data to be collected to measure academic gains: CST 4th Grade STAR Writing results Grade level writing prompts Writing responses (OCR)

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Teachers will continue to refine implementation of Being A Writer program.	on-going			SI
Provide professional development for implementation of Writers' Workshop strategies including exemplars, Author's Chair, the writing process, criteria charts, and rubrics.	on-going			SI
Purchase appropriate additional supplemental materials	on-going			SI
Provide direct instruction and supplemental instructional materials for penmanship.	on-going			SI
Provide extra instruction for English language learners in writing strategies by ELD Resource teacher and Instructional Assistant.	on-going			District provided
Spelling Bee	on-going	no charge		
Purchase flash drives for record keeping of documents.	on-going			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)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Mathematics	
Student groups and grade levels to participate in this goal: All students Grades K-5 with specific focus on English language learners in Grades 2-5.	Anticipated annual performance growth for each group: Proficiency in Algebra Function and Number Sense: Grade 2: 80% proficiency Grade 3: 65% proficiency Grade 4: 65% proficiency Grade 5: 42% proficiency
Means of evaluating progress toward this goal: CST	Group data to be collected to measure academic gains: CST District Benchmark Assessments - 3X each year Assessments provided by district adopted curriculum Teacher made assessments

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Math+Music Program	on-going	\$27,500.00		SI and Title I
Chess Tutors	on-going	\$2,500.00	\$2500	SI
Supplemental instructional supplies	on-going			SI
Family Math Nights	on-going			SI
Professional development	on-going			SI
Math Olympiad	on-going			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)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Social Studies	
Student groups and grade levels to participate in this goal: All students in Kindergarten -5th Grade.	Anticipated annual performance growth for each group: 65% of K-5 students will receive a "3" or a "C" on their end of the year Report Card. 5% yearly growth.
Means of evaluating progress toward this goal: Classroom assessments	Group data to be collected to measure academic gains: End of the Year Report Card grades.

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
Acquire instructional materials that address differentiated learning needs.	on_going			SI
Field Trips	on-going			PTA
International Dinner	June 2009			PTA
Continue Character Education provided District-wide.	on-going	no-charge		
Too Good For Violence Program provided District-wide.	on-going	no charge		
Think Peace and Peace Maker Programs	on-going			grant from Didi Hirsch Mental Health Clinic

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

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

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Science	
Student groups and grade levels to participate in this goal: All 5th Grade students	Anticipated annual performance growth for each group: 42% of all 5th Graders will perform at Proficient or Advanced Levels on the Science portion of California Standards Test, increasing by 5% each year thereafter. 40% of 5th Grade English language learners will score at the Basic Level and 10% at the Proficient and or Advanced Levels.
Means of evaluating progress toward this goal: CST	Group data to be collected to measure academic gains: CST

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Purchase supplemental instructional materials.	on-going			SI
Professional Development	on-going			UCLA grant
Enhance library materials to support the curriculum.	on-going			SI
Science Fair	Spring			PTA/ 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

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		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Number Included	358	352	339	35	46	38	25	19	17	35	30	27
Growth API	767	779	797									
Base API	757	767	784									
Target	2	5	5									
Growth	10	12	13									
Met Target	Yes	Yes	Yes									

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Number Included	243	242	234	150	140	138	224	219	221	21	24	21
Growth API	734	742	761	693	706	739	723	740	766			
Base API	719	732	749	699	691	717	720	723	748			
Target	2	5	5	2	5	5	2	5	5			
Growth	15	10	12	-6	15	22	3	17	18			
Met Target	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes			

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

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Annual Testers	917	859	791			
Percent with Prior Year Data	99.6%	92.4%	99.9%			
Number in Cohort	913	794	790	432	498	471
Number Met	585	414	511	173	170	221
Percent Met	64.1%	52.1%	64.7%	40%	34.1%	46.9%
NCLB Target	52.0%	48.7%	50.1%	31.4%	27.2%	28.9%
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		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	148	167	163	24	38	29	14	11	10	16	16	19
Percent At or Above Proficient	41.9	47.4	48.1	68.6	82.6	76.3	56.0	57.9	58.8	48.5	53.3	70.4
AYP Target	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	83	93	92	38	38	46	69	80	89	4	5	1
Percent At or Above Proficient	34.3	38.4	39.3	25.3	27.1	33.3	31.4	36.5	40.3	19.0	20.8	4.8
AYP Target	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**	24.4* 22.3**	24.4* 22.3**	35.2* 33.4**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2006=24.4%), (2007=24.4%), (2008=35.2%)

** = AYP Target for High Schools (2006=22.3%), (2007=22.3%), (2008=33.4%)

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		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	99	100	100	100	100	100	95	100	100	100
Number At or Above Proficient	203	211	225	28	37	32	18	11	11	24	21	22
Percent At or Above Proficient	57.5	60.1	66.8	80.0	80.4	84.2	72.0	57.9	68.8	72.7	70.0	81.5
AYP Target	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	100	100	99	99	100	100	99	100	100	96
Number At or Above Proficient	117	128	142	63	62	76	107	115	137	7	8	5
Percent At or Above Proficient	48.3	53.1	60.9	42.0	44.6	55.5	48.6	52.8	62.6	33.3	33.3	25.0
AYP Target	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**	26.5* 20.9**	26.5* 20.9**	37.0* 32.2**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2006=26.5%), (2007=26.5%), (2008=37.0%)
 ** = AYP Target for High Schools (2006=20.9%), (2007=20.9%), (2008=32.2%)

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 2007-2008											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1			15	54	12	43	1	4				28
2			17	46	15	41	4	11	1	3		37
3	1	5	6	27	11	50	3	14	1	5		22
4	1	4	11	42	12	46	2	8				26
5	1	4	12	52	9	39			1	4		23
6												
7												
8												
9												
10												
11												
12												
Total	3	2	61	45	59	43	10	7	3	2		136

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
The State and local assessments used to improve student achievement and to inform and modify instruction are:
Galileo Benchmark Assessments in Language Arts and Mathematics
STAR Test Data
Open Court Reading Unit assessments, including writing prompts, comprehension check points
Fluency assessments
District developed Math assessments
Teacher designed assessments
Johnston Spelling Inventory
Basic Phonics Skills Test (BPST)
Phonemic Awareness Assessments such as sound segmenting, oral blending and oral comprehension (used in Kindergarten and First Grade)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
Teachers use Galileo Benchmark Assessment Data to inform instruction and design intervention. Grade level teams examine data from Gallileo generated 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. Instruction is modified and interventions are provided to students based on assessment information about their individual learning needs before the state testing occurs in May.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
100% of the Certificated and Classified staff at La Ballona Elementary School meet the criteria for being highly qualified as mandated by No Child Left Behind (NCLB).
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
The Principal of La Ballona Elementary School has completed all necessary requirements of AB 75/AB430 training as of March 2008.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
All teachers at La Ballona Elementary School are fully credentialed and have met the requirements necessary to be considered highly qualified according to No Child Left Behind (NCLB).
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
The monthly organization of professional development/grade level collaboration for teachers at La Ballona Elementary School occurs during banked time provided by early dismissal on Wednesdays and is as follows:

- 1st Wednesday: Faculty Meetings
- 2nd Wednesday: Grade Level Meeting/Professional Development
- 3rd Wednesday: Project T.I.E. - technology training
- 4th Wednesday: Professional Development

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

7. *Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)*
At La Ballona Elementary School, ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSA's), by the DATA TOSA's, and by Beginning Teacher Support and Assessment personnel (BTSA TOSA's). The Resource Specialists (RSP) provide continuous support and suggestions to teachers to help students who are struggling in various areas of the curriculum.
8. *Teacher collaboration by grade level (EPC)*
At La Ballona Elementary School the Physical Education program provides for a thirty minute daily (4 times per week) opportunity for teachers to collaborate across grade levels. Twice each month, the students participate in a one hour Physical Education class during which time the teachers of each grade level work collaboratively on the various curricular areas, to examine data, and to develop and plan unit lessons for intervention and enrichment. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate.

Teaching and Learning

9. *Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)*
All teachers at La Ballona Elementary School adhere to the the various content framework documents which offer a blueprint for implementation of the California Content Standards. All instructional materials are State Board of Education approved, as well as research and standards-based. Culver City Unified School District have most recently provided new standards-based curricular materials in the content areas of social studies and science. Rigorous instruction of identified essential standards is implemented across the grade levels. Benchmark assessments are administered three times each year to students in grades one through five to allow teachers to determine individual student intervention needs. Kindergarteners are given other appropriate periodic assessments in English Language Arts and Mathematics. Benchmark assessment data is used on a regular basis to inform instruction and to determine systematic intervention and enrichment offerings to students.
10. *Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)*
At La Ballona Elementary School, all teachers meet the recommended number of minutes of instruction per day for each curricular area.
ENGLISH LANGUAGE ARTS:
Kindergarten - 90 minutes
First - Third Grade - 150 minutes
Fourth & Fifth - 120 minutes
MATHEMATICS:
Kindergarten - Fifth Grade - 45-60 minutes
ENGLISH LANGUAGE DEVELOPMENT:
Kindergarten - Fifth Grade - 30 minutes
11. *Lesson pacing schedule (EPC)*
The Culver City Unified School District pacing plans are determined by essential standards and accompanying benchmark assessments. They provide guidance and structure for delivering instruction in the California Content Standards in English Language Arts and Mathematics across all grade levels. Interim assessments are administered three times per year to gather data. That data is analyzed and then used to inform instruction for intervention and enrichment necessary to improve student academic achievement.

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

The following resources are available to the students of La Ballona Elementary School:

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

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

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

The La Ballona Parent compact - Three Way Pledge

This document highlights responsibilities of parents, students and teachers in supporting student success in school.

(See Appendix E.)

Back to School Night

Open House

School-wide Science Fair

Annual Student-Parent-Teacher Goal Setting Conferences

Spring Parent Conferences

Partners in Print Parent Training

Latino Family Literacy Program

Family Center Parenting Class

English Learner's Advisory Committee

School Site Council

PTA

Annual La Ballona International Dinner

Taste of La Ballona

PTA Reflections Art Contest

Family Movie Nights

PTA Book Fairs

Winter Concert

Spring Concert

PTA sponsored "What Will I Do This Summer?"

La Ballona Variety Show

Parent Student Handbook

School website

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

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)
Teachers, parents, ELAC committee members and members of the School Site Council participate in needs assesment surveys that generate input and feedback used to plan budgets and programs supported by various categorical funding streams.

Funding

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

School Improvement Funds: Instructional Aides, supplemental instructional materials and supplies, teacher salaries (keyboarding teacher), Chess Tutors, Accelerated Reader Program, Keyboarding Teacher, Computer Lab Aide

Discretionary Block Grant Funds AB 1802: Books, instructional supplies, Lesson Study Professional Development

ELAP: Intervention teacher salaries, instructional supplies, Latino Family Literacy Program

Title I: Kindergarten Aides, STAR Program Instructional Aide, instructional supplies, Math + Music Program

PTA funds all field trips and Music Center Assemblies.

Unit Budget funds all supplies.

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	\$ 70,033.81
<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⁾	\$
Total amount of federal categorical funds allocated to this school	\$\$ 70,033.81

Total amount of state and federal categorical funds allocated to this school	\$\$ 175,736.71
---	------------------------

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

Appendix D - Recommendations and Assurances (La Ballona Elementary School)

The school site council 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*)

- 4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
- 5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This school plan was adopted by the school site council on: January 15, 2009

Attested:

Christine Collins
Typed name of school principal

Christine Collins
Signature of school principal

1-15-09
Date

Alix Bearman
Typed name of SSC chairperson

Alix Bearman
Signature of SSC chairperson

1-15-09
Date

Appendix E - Home/School Compact

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

Student Pledge:

La Ballona School
Three Way Pledge

The Student's Pledge

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

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

Parent's/Guardian signature Date

Parents Pledge:

La Ballona School
Three Way Pledge

The Parent's Pledge

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

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

Parent's/Guardian's signature Date

Staff Pledge:

La Ballona School
Three Way Pledge

The Teacher's Pledge

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

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

Teacher's Signature Date

Appendix F - School Site Council Membership: La Ballona Elementary School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
CYNTHIA ALPHENAAR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ALIX BEARMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LAURA CHARDIET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CHRISTINE COLLINS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IRENE FRENCH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BECKY GODBEY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KELLI JONES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IRA PROCTOR	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KA TECIA REDWINE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BESSIE REYNA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	

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

2/10/09

14.2c

14.2c Approval is Recommended for Adoption of New K-5, Middle School and High School Mathematics Textbooks

Approval is Recommended for new Mathematics textbooks for elementary school, *enVision MATH: California K-5*, 2009 published by Scott Foresman-Addison Wesley; Middle School, *Algebra Readiness: Concepts, Skills, and Problem Solving*, CA Edition, 2008 published by Glencoe/McGraw-Hill, *Algebra 1: Concepts, Skills, and Problem Solving*, CA Edition, 2008 published by Glencoe/McGraw-Hill; and High School, *Geometry: Concepts, Skills, and Problem Solving*, CA Edition, 2008 published by Glencoe/McGraw-Hill, *Algebra 2: Concepts, Skills, and Problem Solving*, CA Edition, 2008 published by Glencoe/McGraw-Hill, and *Advanced Mathematical Concepts: Pre-Calculus with Applications*, 2008 published by Glencoe/McGraw-Hill.

As required by law, these books have been evaluated by subject-matter teachers who have determined that they cover the state standards for mathematics. Also as required by law, these textbooks have been on display for public viewing for a minimum of 10 days.

RECOMMENDED MOTION: That the Board approve the new K-5, Middle School and High School Mathematics Textbook Adoption.

Moved by:

Seconded by:

Vote:

1000

BOARD REPORT

2/10/09

14.3a

14.3a Budget Revisions to the General Fund

In accordance with Education Code 42127, all budget revisions to major object codes are to be approved by the governing board of the district. The attached revisions reflect the following: 1) an aggregate expenditure reduction of \$43,331 of expenses in the unit budgets of each school site caused by the current fiscal year's deficit factor of 9.69%; 2) a Revenue Limit funding increase of \$104,426 for Special Education as outlined by LACOE in its guidelines for the Second Interim Report; and, 3) a Revenue Limit funding decrease of \$1,403,703 based on the Governor's Proposal and as outlined by LACOE in its guidelines for the Second Interim Report.

Recommended Motion: That the Board of Education approve the budget revisions to the General Fund as outlined in the attached Budget Revision Summary sheets dated February 10, 2009.

Moved by:

Seconded by:

Vote:

LOS ANGELES COUNTY
OFFICE OF EDUCATION

Division of Business Advisory Services
9300 Imperial Highway* Downey, CA 90242-2890

Submit to Business Advisory Service - EC Annex
Budget Adjustment Summary
K-12/ROPs/JPs

District(Unit)Number 64444	GL Journal ID Number R0916	Fund Number 01.0
Fund Name Gen Fund	Unrestricted / Restricted (Circle One) Unrestricted	

Date of Summary 2/10/2009	Name of School District CULVER CITY UNIFIED SCHOOL DISTRICT
------------------------------	--

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustments	Increase (Decrease)
1. Revenue Limit	8011-8099				
2. Federal	8100-8299				
3. State	8300-8599				
4. Local	8600-8799				
5. Transfers In	8910-8929				
6. Other Sources	8930-8979				
7. Contribution to Restricted Programs	8980-8999				
8. Total Revenues/Other Financing Sources				\$	-

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustments	Increase (Decrease)
1. Certificated Salaries	1000-1999			
2. Classified Salaries	2000-2999			
3. Employee Benefits	3000-3999			
4. Books and Supplies	4000-4999	00000.0		-32,468.15
5. Services, Other Operating Expenses	5000-5999	00000.0		-10,862.85
6. Capital Outlay	6000-6999			
7. Other Outgo	7100-7299			
8. Interprogram/Interfund Support Cost	7300-7399			
9. Interfund Transfers Out	7610-7629			
10. Other Uses	7630-7699			
11. Total Expenditures, Transfers and Other Uses			\$	(43,331.00)
C. Subtotal A8 - B11(will increase/decrease Ending fund Balance)			\$	43,331

NOTE: If C is zero, go to narrative section on reverse side of form. Narrative and certification sections must be completed.

DISTRIBUTION: Original to Business Advisory Services; Copy to School Financial Services-Accounting Section; Copy returned to district upon approval.

D. Components of Ending Fund Balance	Object Code	Resource Code	Budget Adjustments	Increase (Decrease)
1. Reserved Amounts				
a. Revolving Cash Fund				
b. Stores				
c. Prepaid Expenses				
d. General Reserve				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
Total Reserved Amounts			\$	-

2. Designated Amounts	Object Code	Resource Code	Budget Adjustments	Increase (Decrease)
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
b. For Other:				
b. For Other:				
Total Designated Amounts			\$	-

	Account Code			
3. Unappropriated/Undesignated Amount NOTE: The sum of lines D1, 2, and 3 must equal C on Page 1.	9790		\$	43,331.00

E. Narrative Explanation for this Revision - Must be Completed.
reduction of unrestricted unit budget at 9.69% RL Deficit factor for all schools

F. School District Certification - Must be Completed

Name of School District's Contact Person Ali Delawalla		Telephone Number of Contact Person (310) 842 - 4220 xt 4234
Date of Board Approval 2/10/2009	Signature of the Secretary of the Board/Designee	Date Signed (Month/Day/Year)

Submit one (1) certified original and two (2) copies of this summary to:

Division of Business Advisory Services, EC Annex
Los Angeles County Office of Education
9300 Imperial Highway
Downey, Ca 90242-2890

Approved:

Dr. Darline Robles
Los Angeles County
Superintendent

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY By:	Date Signed (Month/Day/Year)
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LOS ANGELES COUNTY
OFFICE OF EDUCATION

Division of Business Advisory Services
9300 Imperial Highway* Downey, CA 90242-2890

Submit to Business Advisory Service - EC Annex
Budget Adjustment Summary
K-12/ROPs/JPA's

District(Unit)Number 64444	GL Journal ID Number R0918	Fund Number 01.0
Fund Name Gen Fund	Unrestricted / Restricted (Circle One) Restricted	

Date of Summary 2/10/2009	Name of School District CULVER CITY UNIFIED SCHOOL DISTRICT
------------------------------	--

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustments	Increase (Decrease)
1. Revenue Limit	8011-8099		6500	\$	104,426
2. Federal	8100-8299				
3. State	8300-8599				
4. Local	8600-8799				
5. Transfers In	8910-8929				
6. Other Sources	8930-8979				
7. Contribution to Restricted Programs	8980-8999				
8. Total Revenues/Other Financing Sources				\$	104,426.00

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustments	Increase (Decrease)
1. Certificated Salaries	1000-1999			
2. Classified Salaries	2000-2999			
3. Employee Benefits	3000-3999			
4. Books and Supplies	4000-4999			
5. Services, Other Operating Expenses	5000-5999			
6. Capital Outlay	6000-6999			
7. Other Outgo	7100-7299			
8. Interprogram/Interfund Support Cost	7300-7399			
9. Interfund Transfers Out	7610-7629			
10. Other Uses	7630-7699			
11. Total Expenditures, Transfers and Other Uses			\$	-
C. Subtotal A8 - B11(will increase/decrease Ending fund Balance)			\$	104,426

NOTE: If C is zero, go to narrative section on reverse side of form. Narrative and certification sections must be completed.

DISTRIBUTION: Original to Business Advisory Services; Copy to School Financial Services-Accounting Section; Copy returned to district upon approval.

Form No. 503-A Page 1 of 2 (Rev.4/02)

Continued on reverse side

D. Components of Ending Fund Balance	Object Code	Resource Code	Budget Adjustments	Increase (Decrease)
1. Reserved Amounts				
a. Revolving Cash Fund				
b. Stores				
c. Prepaid Expenses				
d. General Reserve				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
Total Reserved Amounts			\$	-

2. Designated Amounts	Object Code	Resource Code	Budget Adjustments	Increase (Decrease)
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
b. For Other:				
b. For Other:				
Total Designated Amounts			\$	-

	Account Code			
3. Unappropriated/Undesignated Amount NOTE: The sum of lines D1, 2, and 3 must equal C on Page 1.	9790		\$	104,426.00

E. Narrative Explanation for this Revision - Must be Completed.
Special Education Revenue limit revision based on the county second interim assumptions

F. School District Certification - Must be Completed

Name of School District's Contact Person Ali Delawalla		Telephone Number of Contact Person (310) 842 - 4220 xt 4234	
Date of Board Approval 2/10/2009	Signature of the Secretary of the Board/Designee		Date Signed (Month/Day/Year)

Submit one (1) certified original and two (2) copies of this summary to:

Division of Business Advisory Services, EC Annex
Los Angeles County Office of Education
9300 Imperial Highway
Downey, Ca 90242-2890

Approved:

Dr. Darline Robles Los Angeles County Superintendent	SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY By:	Date Signed (Month/Day/Year)
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LOS ANGELES COUNTY
OFFICE OF EDUCATION

Division of Business Advisory Services
9300 Imperial Highway* Downey, CA 90242-2890

Submit to Business Advisory Service - EC Annex
Budget Adjustment Summary
K-12/ROPs/JPA's

District(Unit)Number 64444	GL Journal ID Number R0917	Fund Number 01.0
Fund Name Gen Fund	Unrestricted / Restricted (Circle One) Unrestricted	

Date of Summary 2/10/2009	Name of School District CULVER CITY UNIFIED SCHOOL DISTRICT
------------------------------	--

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustments	Increase (Decrease)
1. Revenue Limit	8011-8099		0000	\$	(1,403,703)
2. Federal	8100-8299				
3. State	8300-8599				
4. Local	8600-8799				
5. Transfers In	8910-8929				
6. Other Sources	8930-8979				
7. Contribution to Restricted Programs	8980-8999				
8. Total Revenues/Other Financing Sources				\$	(1,403,703.00)

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustments	Increase (Decrease)
1. Certificated Salaries	1000-1999			
2. Classified Salaries	2000-2999			
3. Employee Benefits	3000-3999			
4. Books and Supplies	4000-4999			
5. Services, Other Operating Expenses	5000-5999			
6. Capital Outlay	6000-6999			
7. Other Outgo	7100-7299			
8. Interprogram/Interfund Support Cost	7300-7399			
9. Interfund Transfers Out	7610-7629			
10. Other Uses	7630-7699			
11. Total Expenditures, Transfers and Other Uses			\$	-
C. Subtotal A8 - B11(will increase/decrease Ending fund Balance)			\$	(1,403,703)

NOTE: If C is zero, go to narrative section on reverse side of form. Narrative and certification sections must be completed.

DISTRIBUTION: Original to Business Advisory Services; Copy to School Financial Services-Accounting Section; Copy returned to district upon approval.

D. Components of Ending Fund Balance	Object Code	Resource Code	Budget Adjustments	Increase (Decrease)
1. Reserved Amounts				
a. Revolving Cash Fund				
b. Stores				
c. Prepaid Expenses				
d. General Reserve				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
e. Restricted Balances (i.e., statutory only)				
Total Reserved Amounts			\$	-

2. Designated Amounts	Object Code	Resource Code	Budget Adjustments	Increase (Decrease)
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
a. For Economic Uncertainties				
b. For Other:				
b. For Other:				
Total Designated Amounts			\$	-

	Account Code			
3. Unappropriated/Undesignated Amount NOTE: The sum of lines D1, 2, and 3 must equal C on Page 1.	9790		\$	(1,403,703.00)

E. Narrative Explanation for this Revision - Must be Completed.

General Fund Unrestricted Revenue limit revision based on the county second interim assumptions

F. School District Certification - Must be Completed

Name of School District's Contact Person Ali Delawalla		Telephone Number of Contact Person (310) 842 - 4220 xt 4234
Date of Board Approval 2/10/2009	Signature of the Secretary of the Board/Designee	Date Signed (Month/Day/Year)

Submit one (1) certified original and two (2) copies of this summary to:

Division of Business Advisory Services, EC Annex
Los Angeles County Office of Education
9300 Imperial Highway
Downey, Ca 90242-2890

Approved:

Dr. Darline Robles
Los Angeles County
Superintendent

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY By:	Date Signed (Month/Day/Year)
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BOARD REPORT

02/10/09

14.3b

14.3b Resolution #11/2008-09 Increase in Developer Fees

Government and Educational Code requires that the Board of Education must adopt a resolution increasing developer fees prior to collecting the fees at the approved increased rate. The proposed fee will increase the residential rate per square foot by thirty-four cents from \$2.63 to \$2.97. The commercial/industrial rate per square foot will increase by five cents from \$.42 to \$.47 per square foot, with the exception of mini-storage. Mini-storage will increase by twenty-four cents from \$.05 to \$.29.

In accordance with the Code, the increase will become effective on April 10, 2009, 60 days after the adoption of the resolution levying such fees by the Governing Board.

RECOMMENDED MOTION: That the Board of Education Adopt Resolution #11/2008-09 Increase in Developer Fees for residential and commercial developments, as well as mini-storage.

Moved by:

Seconded by:

Vote:

RESOLUTION NO. 11/2008-09
RESOLUTION OF THE GOVERNING BOARD OF
CULVER CITY UNIFIED SCHOOL DISTRICT
APPROVING THE INCREASE OF SCHOOL FACILITIES FEES AS
AUTHORIZED BY GOVERNMENT CODE SECTION 65995(b)(3)

WHEREAS, Statute AB 2926 (Chapter 887/ Statutes 1986) authorizes the governing board of any school district to levy a fee, charge, dedication or other form of requirement against any development project for the construction of school facilities; and,

WHEREAS, Government Code Section 65995 establishes a maximum amount of fee that may be charged against such development projects and authorizes the maximum amount set forth in said section to be adjusted for inflation every two years as set forth in the state-wide cost index for Class B construction as determined by the State Allocation Board at its January meeting; and,

WHEREAS, at its January 30, 2008, meeting, the State Allocation Board increased the maximum fee authorized by Education Code Section 17620 to \$2.97 per square foot of residential construction described in Government Code Section 65995(b)(1) and \$.47 per square foot against commercial and industrial construction described in Government Code Section 65995(b)(2); and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on residential projects in the amount of \$2.97 per square foot as authorized by Education Code Section 17620; and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on commercial and industrial development projects in the amount of \$.47 per square foot as described in Government Code Section 65995(b)(2). The mini-storage category of commercial/industrial justification has less impact than the statutory \$.47 per square foot commercial/industrial justification and should be collected at the justified rate of \$.29 per square foot.

NOW, THEREFORE, BE IT HEREBY RESOLVED by the Governing Board of Culver City Unified School District as follows:

1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public hearing at which oral and written presentations were made, as part of the Board's regularly scheduled February 10, 2009, meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered, has been published twice in a newspaper in accordance with Government Code Section 54994.1, and a notice, including a statement that the data required by Government Code Section 54992 was available, was mailed at least 14 days prior to the meeting to any interested party who had filed a written request with the District for mailed notice of the meeting on new fees or service charges within the period specified by law. Additionally, at least 10 days prior to the meeting, the District made available to the public, data indicating the amount of the cost, or estimated cost, required to provide the service for which the fee or service charge is to be

adjusted pursuant to this Resolution, and the revenue sources anticipated to provide this service. By way of such public meeting, the Board received oral and written presentations by District staff which are summarized and contained in the District's Developer Fee Implementation Study dated December 17, 2008, (hereinafter referred to as the "Plan") and which formed the basis for the action taken pursuant to this Resolution.

2. Findings. The Board has reviewed the Plan as it relates to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, hereby makes the following findings:
 - A. Enrollment at the District school(s) is projected to exceed capacity in 2011-12;
 - B. Additional development projects within the District, whether new residential construction or residential reconstruction involving increases in assessable area greater than 500 square feet, or new commercial or industrial construction will increase the need for school facilities and/or the need for reconstruction of school facilities;
 - C. Without the addition of new school facilities, and/or reconstruction of present school facilities, any further residential development projects or commercial or industrial development projects within the District will result in a significant decrease in the quality of education presently offered by the District;
 - D. The fees proposed in the Plan and the fees implemented pursuant to this Resolution are for the purposes of providing adequate school facilities to maintain the quality of education offered by the District;
 - E. The fees proposed in the Plan and implemented pursuant to this Resolution will be used for the construction and/or reconstruction of school facilities as identified in the Plan;
 - F. The uses of the fees proposed in the Plan and implemented pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed;
 - G. The fees proposed in the Plan and implemented pursuant to this Resolution bear a reasonable relationship to the need for school facilities created by the types of development projects on which the fees are imposed;
 - H. The fees proposed in the Plan and implemented pursuant to this Resolution do not exceed the estimated amount required to provide funding for the construction or reconstruction of school facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues;

- I. The fees imposed on commercial or industrial development bear a reasonable relationship and are limited to the needs of the community for schools and are reasonably related and limited to the need for school facilities caused by the development;
 - J. The fees will be collected for school facilities for which an account has been established and funds appropriated and for which the district has adopted a construction schedule and/or to reimburse the District for expenditures previously made.
3. Fee. Based upon the foregoing findings, the Board hereby increases the previously levied fee to the amount of \$2.97 per square foot for assessable space for new residential construction and for residential reconstruction to the extent of the resulting increase in assessable areas; and to the amount of \$.47 per square foot for new commercial or industrial construction. The mini-storage category of commercial/industrial justification has less impact than the statutory \$.47 per square foot commercial/industrial justification and should be collected at the justified rate of \$.29 per square foot.
 4. Fee Adjustments and Limitation. The fees adjusted herewith shall be subject to the following:
 - A. The amount of the District's fees as authorized by Education Code Section 17620 shall be reviewed every two years to determine if a fee increase according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board is justified.
 - B. Any development project for which a final map was approved and construction had commenced on or before September 1, 1986, is subject only to the fee, charge, dedication or other form of requirement in existence on that date and applicable to the project.
 - C. The term "development project" as used herein is as defined by Section 65928 of the Government Code.
 5. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code Section 53311, et seq.) and such other funding mechanisms. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.
 6. Implementation. For residential, commercial or industrial projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.
 7. California Environmental Quality Act. The Board hereby finds that the implementation of Developer Fees is exempt from the California Environmental Quality Act (CEQA).

8. Commencement Date. The effective date of this Resolution shall be April 10, 2009, which is 60 days following its adoption by the Board.
9. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution and a Map of the District to the Planning Commission and Board of Supervisors of Los Angeles County and to the Planning Commission and City Council of the City of Culver City.
10. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

APPROVED, PASSED and ADOPTED by the Governing Board of Culver City Unified School District this 10th day of February, 2009, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President, Governing Board
Culver City Unified School District

ATTEST:

Secretary, Governing Board
Culver City Unified School District

