

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.

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

March 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 Student Discipline (Pursuant to EC §35146; §48918 (c))
 - a) Stipulated Expulsion of Pupil Services Case #04-09
 - b) Stipulated Expulsion of Pupil Services Case #05-09
 - c) Stipulated Expulsion of Pupil Services Case #06-09

- 3.2 Conference with Labor Negotiator (Pursuant to GC §54957.6)
Agency Designated Representatives: Patricia Jaffe, Assistant Superintendent, Human Resources; David El Fattal, Assistant Superintendent Business Services; and Dr. Myrna Rivera Coté, Superintendent
Employee Organizations: Culver City Federation of Teachers (CCFT); Association of Classified Employees (ACE); and Management Association of Culver City Schools (MACCS)
- 3.3 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54947)
(4) Employees
- 3.4 Public Appointment/Employment (Pursuant to GC §54947)
Certificated Personnel Services Report No. 13
Classified Personnel Services Report No. 13

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 - None**

8. **ADOPTION OF AGENDA**

Recommendation is made that the agenda be adopted as submitted.
Motion by _____. Seconded by _____
Vote _____

9. **CONSENT AGENDA**

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

- 9.1 Approval is Recommended for the Minutes of Regular Meeting –
February 24, 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. 13
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 13
- 9.6 Approval is Recommended for Student Teacher Agreement Between the Culver City Unified School District and Western Governors University

10. AWARDS, RECOGNITIONS AND PRESENTATIONS

- 10.1 Spotlight on Education – El Rincon Elementary School

11. PUBLIC RECOGNITION

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

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

12. INFORMATION ITEMS

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

- 12.1 Enrollment Report
- 12.2 Presentation of Proposed 2009-2010 Expenditure Reductions

13. RECESS

14. ACTION ITEMS

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

- 14.1 Superintendent's Items - None

14.2 Education Services Items

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

Motion by _____ Seconded by _____ Vote _____

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

Motion by _____ Seconded by _____ Vote _____

14.2c Approval is Recommended for Second Reading and Adoption of Revised Administrative Regulation and Board Policy 5144, Students – Discipline

Motion by _____ Seconded by _____ Vote _____

14.2d Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #04-09

Motion by _____ Seconded by _____ Vote _____

14.2e Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #05-09

Motion by _____ Seconded by _____ Vote _____

14.2f Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #06-09

Motion by _____ Seconded by _____ Vote _____

14.3 Business Items

14.3a Approval is Recommended for the 2009-2010 Expenditure Reductions

Motion by _____ Seconded by _____ Vote _____

14.3b Approval is Recommended for Change Order Request – Bid #2008.1, Roof Replacement at Culver City Middle School 3rd Hall

Motion by _____ Seconded by _____ Vote _____

14.3c Approval is Recommended for Notice of Completion – Bid #2008.1, Roof Replacement at Culver City Middle School 3rd Hall

Motion by _____ Seconded by _____ Vote _____

14.4 Personnel Items

14.4a Approval is Recommended for Resolution #22, Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by Certificated Employees

Motion by _____ Seconded by _____ Vote _____

15. BOARD BUSINESS

15.1 Discussion Regarding Nominees for the 2009 CSBA Delegate Assembly Election

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

March 17 – 7:00 p.m. – Special Meeting, (6:00 p.m. Closed Session) Linwood E. Howe Elementary Cafetorium, 4100 Irving Place
March 24 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

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



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

Meeting:	<u>Regular Meeting</u>	Date:	<u>February 24, 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 7:05 p.m. with all Board members in attendance. Jean Ballentine led the Pledge of Allegiance.

Report from Closed Session

Dr. Beagles-Roos reported that the Governing Board met in Closed Session regarding issues listed on today's Closed Session agenda and announced the following actions were taken. The Board voted to release thirteen temporary certificated employees and two long term certificated employees from employment, effective as of the end of the 2008-2009 school year. The vote was 4 Ayes; 0 – Nays; and 1 – Absent. The Board voted to non-re-elect one probationary certificated special day class teacher, effective as of the end of the 2008-2009 school year. The vote was 4 – Ayes; 0 – Nays; and 1 – Absent. The Board voted to non-re-elect one probationary certificated math teacher, effective as of the end of the 2008-2009 school year. The vote was 4 – Ayes; 0 – Nays; and 1 – Absent.

8. Adoption of Agenda

Mr. Zeidman moved to amend the agenda by moving the Citizenship Awards to precede the Consent Items. The motion was seconded by Mrs. Davis. Mr. Zeidman moved and Mrs. Davis seconded to amend the agenda by moving number 14.2 of the Action Items to precede Public Recognition. The motion was unanimously approved to adopt the agenda of February 24, 2009 as amended.

10. Awards, Recognitions and Presentations

10.1 American Citizenship Awards

Dr. Coté and the Assistant Superintendents read the names and accomplishments of each school's recipients of the American Citizenship Award for the month of February. The recipients were Kai Hakomori from El Marino School; Ryan Bae from El Rincon Elementary; Emily De Jeronimo from La Ballona School; Zoe Alamillo from Linwood E. Howe School; Carli Zimelman from Farragut School; Kevin Santeliz from Culver City Middle School; Gabriel Gonzels from Culver Park High School; and Rachel Lewis from Culver City High School. Board members presented each recipient with a pin and certificate; and thanked the students and their families for attending the meeting.

14. Action Items

14.2 Education Services Items

14.2a Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Farragut Elementary School

Dr. Beagles-Roos read the motion. Mrs. Barbara Brown, Principal of Farragut Elementary School, was available for any questions. Dr. Beagles-Roos inquired as to if the budget expenditures that have been presented to the Board include the most recent budget information. Mrs. Brown responded no. The site plan does not include the information on aides for the intervention programs. Further discussion ensued. It was moved by Dr. Russell and

seconded by Mr. Zeidman that the Board approve the Single Plan for Student Achievement (SPSA) for Farragut Elementary School as presented. The motion was unanimously approved.

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. Mrs. Janet Chabola requested that item 9.1 be withdrawn. Mr. Mielke requested that item 9.2 be withdrawn. It was moved by Mr. Gourley and seconded by Dr. Russell to approve Consent Agenda Items 9.3 – 9.8 as presented. The motion was unanimously approved.

9.3 Acceptance of Gifts

9.4 Certificated Personnel Reports No. 12

9.5 Classified Personnel Reports No. 12

9.6 Culver Park High School Students to Attend the Model United Nations Conference at UC Berkeley, February 26 - March 1, 2009

9.7 Student Teacher Agreement Between the Culver City Unified School District and California State University, Los Angeles

9.8 Student Teacher Agreement Between the Culver City Unified School District and Loyola Marymount University

9.1 Approval is Recommended to Approve the Minutes of Regular Meeting – February 10, 2009

Mrs. Chabola requested this item be withdrawn so that the Minutes could reflect that it was Mrs. Chabola that was referenced throughout the Minutes and not Mr. Chabola. It was moved by Dr. Beagles-Roos and seconded by Dr. Russell that the Minutes of Regular Meeting – February 10, 2009 be approved as amended. The motion was unanimously approved.

9.2 Approval is Recommended for Purchase Orders and Warrants

Mr. David Mielke requested that this item be withdrawn to inquire about purchase order number 52744. Mr. El Fattal responded that the purchase order was for the auditors. It was moved by Mrs. Davis and seconded by Dr. Russell that the Purchase Orders and Warrants from February 2, 2009 through February 13, 2009 as presented. The motion was unanimously approved.

12. Information Items

12.2 Presentation of Proposed 2009-2010 Expenditure Reductions

Mr. El Fattal presented a brief update on the state budget and its effects on the District. Dr. Beagles-Roos requested suggestions from the Board on how to approach the questions from audience members in regards to the list of reductions. Dr. Beagles-Roos suggested going through the reductions line by line and then taking questions from the audience. Dr. Russell suggested taking the comments line by line with each item. Further discussion ensued and it was decided to proceed with the reduction list line by line taking comments from audience members.

The following represents the comments that were made for each line item on the 2009-2010 Expenditure Reduction list as of this date:

- #3 – Mr. Gourley and Mr. Zeidman inquired as to if we can negotiate the website contract stated. Mr. El Fattal responded yes through e-rate funding.
- #4 – Debbie Hamme inquired as to how the District is accomplishing District-wide energy savings. Mr. El Fattal responded that the District is working with vendors for items such as waterless urinals.
- #6 – Mr. El Fattal explained the two funding opportunities for textbooks and responded to questions from Board members. Mr. Ali Delawalla, Director of Finance, was also available for questions.
- #7a – Mr. Alan Elmont clarified that CBAC has not had a chance to rank each positions listed for the District Office because at the time of the ranking they were not given the breakdown of the specific positions. Dr. Coté addressed that by saying that she felt that the individuals should be notified first before the information was made public. Mr. Mielke agreed with Mr. Elmont's comment that CBAC did not have a chance to have input on the District Office cuts which he felt called the process for creating the

list in question. Mr. Robert Gray who is also the CBAC Committee inquired as to who created the list of District Office personnel cuts. Mr. El Fattal responded that initial number of eight employees was based on the suggestions of the administration and community members. The CBAC Committee suggested adding a ninth position. Mrs. Lelah Pealer stated the District cannot do without the Mail Clerk position. Mrs. Pealer explained some of the job duties that this position holds. Mr. Zeidman inquired if the position is cut, how much would the District actually save. Mr. Karlo Silbiger inquired as to where the money went when the change in cuts. Mr. El Fattal explained that both options were included in the first list, and another administrative position was cut instead of secretaries. Mrs. Debbie Hamme provided additional duties of the Mail Clerk position.

- #7b – Ms. Laura gave a brief job description for this item. Mrs. Rose Ecker gave a point of information and provided additional information on the job duties for this position.
- #7c – Mr. El Fattal explained on this item that the position is half funded by the fiscal services budget and half by pupil services. Dr. Russell inquired as to if #17 included this item. Mr. El Fattal responded yes.
- #7d – Mrs. Jaffe provided a job description for the Board.
- #7e – Mrs. Laura provided a job description for the Board. Mr. Zeidman inquired as to if the TOSA's were eliminated who would do the work? Ms. Laura responded that the position also handles the testing materials. Mr. Elmont questioned if the District was reducing testing. Dr. Coté provided clarification.
- #7f – Mrs. Ecker provided information on the job description and gave additional information on item 7c. Dr. Russell inquired as to if Beverly Hills Unified proceeds with going Basic Aid does it affect our District. Mrs. Ecker responded. Further discussion ensued.
- #7g – Dr. Coté provided information on this item.
- #7h – Mr. El Fattal explained that this position was previously reduced in hours, but the position is now listed to be cut completely.
- #7i – Ms. Laura and Dr. Coté provided details of this job description. Mr. Elmont inquired as to if the position has a fiscal impact with discipline and attendance. Dr. Coté responded. Mr. Zeidman inquired if Mr. El Fattal knew how much the District has to cut from the categorical funds, and if Mr. El Fattal could explain to audience members the difference between restricted and unrestricted funds. Mr. El Fattal responded that categorical funds are in three tiers, and he explained the differences in each tier. He went on to explain what restricted and unrestricted funds meant. Ms. Jackie Lee spoke in favor of keeping the position and explained what ADA is to audience members. Dr. Beagles-Roos asked if the position handles enrollment. Dr. Coté responded yes along with publicity and Kindergarten Nights. Mr. El Fattal and Mr. Delawalla provided additional information on the duties of this position. Mr. Gourley suggested making the cuts in mass for March 15th notices. Mr. El Fattal confirmed that classified employee cuts will go through June 30th.
- #7j – Ms. Laura provided information to the Board regarding this position. Mr. El Fattal spoke about the need for this position because of all the monitoring that is required for categoricals. Mrs. Davis asked if it is mandated the person holding this position get paid out of the categorical funds. Dr. Coté responded that it is not mandated, but there are accountability issues. Mr. Casey Chabola commented that if the position is so important then why was it on the cut list? An audience member asked if a cut in management is on the list, and asked parents in the audience if they agreed that there should be cuts in management pay. Mr. Elmont commented that he did not see any suggestions of demotions, or restructuring with lower pay. Mr. Jerry Chabola spoke about this process needing more teamwork.

Mrs. Davis stated her concerns about the student representatives giving their reports since it was getting late in the evening. Dr. Beagles-Roos agreed and asked the student representatives if they would like to give their reports at this time rather than wait until later in the meeting. The middle school representative decided to give her report.

11. Public Recognition

11.1 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 success of the Valentines Dance and Valentine O'Grams; the conclusion of the Pennies for

Patients fundraiser; the planning of the fifth grade orientation where middle school students go to all of the elementary schools and tell them about middle school; and the upcoming Open House on March 5, 2009 and the events happening that night.

After Miss Courey's report, comments resumed on the expenditure reductions.

- #8 – Ms. Laura provided information on this position. Ms. Sofia Klatzker spoke about the Arts for All Program and encouraged the Board to keep the Art Consultant position since the District has defined an arts core curriculum. Danielle Brazell from Arts for LA congratulated the District on being so vanguard with their art programs, and also spoke in favor of keeping the Art Consultant position. Susie Foster with the HeArt Project who spoke on behalf of keeping the Art Consultant position expressed that Culver Park is one of the schools that the HeArt Project has been working with. Roberta Sargent, Elizabeth Yochim, Liz Kinnon, Roger Maxwell, and Kevin Mitchell all spoke in favor of keeping the position and stated the positive effects of the art programs in the District.

Dr. Beagles-Roos suggested a recess in the meeting. Mr. Zeidman suggested that the Board have an opportunity to make the comments on the line eight item before taking a recess. Dr. Russell commented that he felt there should be a discussion on renegotiating the contract for the consultant. Janice Pober from Sony Studios stated Sony has an interest in developing the next generation of artists, and she stated how much Sony has invested in the art programs. Ms. Pober encouraged the Board to keep the Art Consultant position.

13. Recess

The Board recessed at 9:24 p.m. and reconvened at 9:37 p.m.

11. Student Representatives Reports - (cont.)

Culver Park Student Representative

Jessica Romo, Culver Park High School Student Representative, reported on activities at Culver Park High School, including the student council ordering shirts with the school logo on them. Miss Romo also thanked the Board for approving a trip for their school.

After Miss Romo's report, comments resumed on the expenditure reductions.

- #9 – Mr. George Laase commented that he did not feel the Board should live in poverty, but that they needed to decide on what they actually need. Mr. Zeidman requested information on what benefits other districts offer their Board.
- #10 – Ms. Laura provided information on this position and their duties.
- #11 – Ms. Laura provided information on this item. Pamela Greenstein provided information job responsibilities, and asked the Board who will be covering their districts. Mrs. Jaffe responded to questions from the Board. Jackie Lee, Debbie Hamme and Roberta Sargent all spoke in favor of keeping the Teachers on Special Assignment. Mr. Mielke commented that teachers are less expensive than administrators, and felt that there could be more administrator cuts and possibly give those responsibilities to the Teachers on Special Assignment.
- #12 – Ms. Laura provided information on this item and stated that she is in the process of renegotiating the contract.
- #13 – Jackie Lee questioned the amount of the books. Ms. Laura responded. Dr. Russell clarified that the amount was just for math books. Mr. Jerry Chabola commented that his textbook is available online also.
- #14 – Dr. Beagles-Roos inquired as to if the amount was the entire contract of a reduction. Mr. Elmont commented that if the District moves forward with a parcel tax, it would be critical to have a public relations consultant. Mr. Mielke said that he would do the public relations in order to save some of the teachers' jobs. Jackie Lee commented that she is speaking on behalf of the 59 classified staff members that are on the list.

- #15 – Mrs. Jaffe commented that the numbers in the Special Day Classes are down. Ms. Ecker provided an explanation on what a Special Day Class is.
- #16 – Mr. El Fattal presented information on this item. Jackie Lee asked if there are fewer students. Mr. Delawalla responded that there are ten less students.
- #18 – Mrs. Jaffe provided information to the Board on this position, and stated that the recommendation was from Marianne Turner, Principal of Culver Park and Independent Study.
- #19 – Mr. El Fattal provided information to the Board on this position. Debbie Hamme commented that the person holding this position is extremely conscientious and suggested renegotiating for the other job duties that he does. Mr. Mielke commented that he had requests from some of the students in attendance to move up on the agenda item #45. Roberta Sargent commented that many administrators are certificated. Jackie Lee proposed reducing the hours instead of eliminating the position. Bernard Hornbastell stated other tasks that the Glazier performs. Mr. Zeidman asked how many windows has he fixed this year. Further discussion ensued. Dr. Russell asked other Board members if they would like to consider Mr. Mielke's request in moving up item #45. Board members agreed.
- #45 – Mrs. Jaffe presented the information Kathy McConkey spoke on behalf of AVPA. Alan Elmont commented that CBAC almost took this item off of the list, but instead gave it the lowest ranking. Miss Seguera shared her personal experience with the AVPA. Students Sarah Adam and Edmund Pierre spoke in favor of keeping AVPA and the AP classes. The students urged the Board not to cut these programs. Roger Maxwell spoke about the AVPA and stated that the program brings a sense of community. Ms. Kimberly Madison spoke of her child's experience with AVPA and how she thought it was a great program. Miss Dillard addressed the fact that ASB was included in the stipends. Dr. Russell inquired as to why the stipends are separate. Mr. El Fattal responded. Dr. Russell stated that he felt that all of the activities be treated the same, whether it be academics or athletics. He stated that these activities are life changing and all programs should be equally affected. Mr. Chabola and Mr. Dave Sanchez spoke about the importance of the sports programs, and challenged the Board to come and participate at more events. Mr. Gourley stated he did not feel that some of their comments made to Dr. Russell were necessary, and he thinks they missed the point Dr. Russell was trying to make.
- #20 – Mr. Gourley stated he was not in favor of making a commitment to class size. Mr. Zeidman gave figures regarding upping class size and not eliminating teachers. Francis Thaler requested additional information regarding Mr. El Fattal's comment on second and third grade being "dicey" on raising class size. He responded that most people start their children at a school in kindergarten or first grade, and not at second and third. The Co-President of the Culver City Moms Club spoke against raising class size and encouraged the Board to reach out to the community for suggestions on how the community could help with raising money for the District. Jackie Lee commented that the students on permits are doing great. Roberta Sargent commented that the K-3 attendance has been high at the Back to School Nights. Mr. Byron Wilson commented on his two children's prior attendance at Farragut Elementary School.

Mr. Zeidman moved to pull off discussion and explanation of line item #20. Mr. Gourley seconded the motion. Mr. Gourley stated he would like to give the flexibility to the Superintendent on item numbers 20, 23, 32, and 33.

- #21 – Kyle Murphy spoke on behalf of the AP students at the high school, and was against any AP class cuts. Dave Sanchez commented that by the Board's questions they did not really know how the cuts affect others. Jim Gelfad stated in regards to the AP classes, the onus has been put on the students. Miss Dillard reminded the audience that the community needs to be more cognizant that the situation of having to make cuts was not at the decision of the Board, and that it was situation that fell upon them. Mr. Gourley asked if the students are surveyed on what they would like to happen. Mr. Sotelo responded. Erin Gelfad, student, commented that the AP courses were not on the scheduling sheet at the time of registration.
- #22 – Debbie Hamme asked if the school is losing the clerk will there be anyone there?
- #24 – Mrs. Jaffe presented information on this item. Mr. Mielke stated the in-school suspension will become more important if there are larger classes. Mrs. Pealer stated that when Mr. Gooden is out, and a sub does not show up, ISS takes place in the main office. Robert Gray commented that it does not make sense to spend that much money for students that are acting up.

- #25 – Amira Bennett, Dan Faggas, David Mielke, Rebecca Howard, and Miss Dillard all spoke on behalf of the counselors and felt that the counselors play a very strong role at the high school. They strongly encouraged the Board to not reduce the number of counselors. Mr. Gourley stated that he would like to give Dr. Coté flexibility on this item. Mr. Zeidman concurred. Further discussion ensued by the Board regarding giving Dr. Coté the authority to do the release slips, but not actually cut the position at this time. Dr. Russell and Mrs. Davis agreed the counselors should be low on the cut list.

11. Public Recognition – (cont.)

Culver City High School Student Representative/Student Board Member

Opal Dillard, Student Board Member, reported on activities at Culver City High School, including an update on the Relay for Life fundraiser; volunteer activity at the Middle School and community service to the Middle School; an update on the Pennies for Patients; the upcoming Springfest; and an upcoming lacrosse event.

After Miss Dillard's report, comments resumed on the expenditure reductions.

- #26 – Ms. Laura provided information to the Board. Ms. Mary Van Loo distributed information to the Board. Gary Guffman inquired as to how the process will go forward.
- #27 & #29 – Ms. Laura provided information to the Board on this item. Debbie Hamme clarified what role the instructional aides play in the District. Becky Stephan and Benjamin Knight also discussed the importance of the instructional aides. Robert Gray asked for clarification on if CBAC discussed this item. Further discussion ensued. Janet Chabola asked the Board not to cut these positions. Dr. Russell asked if there is a March 15th deadline for these positions. Mr. El Fattal replied no.
- #30 – Mr. El Fattal presented information to the board on this item. Jackie Lee commented that Mrs. LaBriola mentioned previously that there was no security support for the elementary school sites.
- #31 – Jackie Lee clarified the job description for this item.
- #33 – Mr. Zeidman had questions on if the buses were the District's and what would be the actual costs saved. Mr. Delawalla and Mr. El Fattal responded.
- #36 – Debbie Hamme stated that cutting this position would not be a good idea. Alan Elmont confirmed that CBAC gave this item a low ranking. Bernie Hornbastell asked if there was written criteria for the lunch rooms, bathrooms, etc. in regards to cleanliness. He also asked if the District is getting close to encroaching on any safety rules with classroom size increasing.

Alan Elmont stated that it was CBAC's recommendation that the Board only present a balanced two-year budget.

Recess

The Board recessed at 12:45 a.m. and reconvened at 12:58 a.m.

Dr. Beagles-Roos suggested passing on Public Recognition item number 11.1, 11.2, and 11.5. Board Business items, and the Enrollment Report held over until the next meeting. The Board agreed.

14. Action Items

14.1 Superintendent's Items – None

14.2 Education Services Items

14.2a Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Farragut Elementary School

It was moved by Dr. Russell and seconded by Mr. Zeidman that the Board approve the Single Plan for Student Achievement (SPSA) for Farragut Elementary School as presented. The motion was unanimously approved.

14.2b Approval is Recommended for Second Reading and Adoption of Revised Administrative Regulation and Board Policy 5144, Students - Discipline

Mr. Zeidman requested to hold over item 14.2b until the next meeting. Mr. Gourley and Mrs. Davis agreed to make a consensus.

14.3 Business Items

14.3a Approval is Recommended for the CCUSD to Pursue a Parcel Tax

Mike King commented against pursuing a parcel tax and felt that the District might fall into the same trap as Sacramento. He suggested pushing the problems back to Sacramento instead of pursuing a tax. George Laase did not think it was a good idea and that it would make a bad impression. He stated the public would not know how the District can spend the money. Byron Wilson, Robert Gray, and Jamie Wallace spoke in favor of a parcel tax as long as it was written well. They encouraged the Board to pursue it. Mr. Hornbastell was in agreement with Mike King. He felt a parcel tax was the wrong way to go about making money for the District. Jackie Lee inquired as to how much would the study cost, and felt the District should not pursue the tax until there was a cost on the study. Mr. El Fattal responded that a vendor had not been chosen, and he can come to a future meeting with more information. Mr. Gourley gave suggestions of what the study should include such as what the District and residents would pay.

14.3b Approval is Recommended for the 2009-2010 Expenditure Reductions

The Board discussed how they would go about voting on the reductions. It was decided to vote on a line by line basis. It was moved by Mr. Gourley and seconded by Dr. Russell to approve items one through six on the reduction list as presented. The motion was unanimously approved. It was moved by Dr. Russell and seconded by Mrs. Davis to approve item 7a as presented. The motion was not approved. The vote was 2 – Ayes and 3 – Nays. It was moved by Dr. Russell and seconded by Mr. Gourley to approve items 7b and 7c. The motion was unanimously approved. It was moved by Mr. Zeidman and seconded by Dr. Russell to approve item 7d. The motion was approved with a vote of 4 – Ayes and 1 – Nay. Dr. Russell interrupted the voting stating the procedure for voting was not working. The Board continued on to item 7g. It was moved by Dr. Russell and seconded by Mr. Zeidman. The motion was unanimously approved. It was moved by Mr. Gourley and seconded by Mr. Zeidman to approve item 7i. The motion was not approved with a vote of 1 – Ayes; 3 – Nays; and 1 Abstention. Mr. Gourley questioned Dr. Beagles-Roos on what grounds she was abstaining. She responded there were no conflicts, and she was just not ready to vote. It was moved by Mr. Gourley and seconded by Dr. Russell to approve item 7j. The motion was approved with a vote of 4 – Ayes and 0 – Nays. After discussion by the Board and Dr. Coté it was decided that this process was not running smoothly, and that the Board required additional information. Mr. Zeidman moved and Dr. Russell seconded to cancel the votes out on items 7a through 7d. The motion was unanimously approved. Mr. Zeidman requested to vote on item #8, and stated that he was confident that the Art Consultant would agree to a 15% contract reduction. It was moved by Mr. Zeidman and seconded by Mr. Gourley to approve item 8 with a 15% cut in contract amount instead of cutting the position entirely. The motion was unanimously approved.

14.4 Personnel Items

14.4a Approval is Recommended for Resolution #15-2008/2009 (HR), Regarding Layoff/Reduction of Classified Vacant Position

Mrs. Jaffe provided information to the Board regarding item 14.4a and 14.4b. Regarding 14.4b, Dr. Russell requested clarification on how the positions were going to be handled. Dr. Russell suggested tabling these items. Further discussion ensued. Mr. Gourley moved the motion subject to additional information from the state. Mr. Zeidman seconded the motion. Further discussion ensued and Mr. Gourley withdrew his motion which was seconded by Mr. Zeidman. Dr. Coté suggested passing the Resolutions in order to send out the March 15th notifications. Mr. Zeidman requested a date to further discuss class size reduction. It was decided to approve the Resolutions and approve the positions at the March 10th meeting. Other pulled items would also be discussed at the March 10th meeting. It was moved by Dr. Russell and seconded by Mr. Zeidman to approve Resolution #15-2008/2009 (HR), authorizing the reduction of one classified position. The motion was unanimously approved.

14.4b Approval is Recommended for Resolution #16-2008/2009 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Not Being Performed by Certificated Employees

It was moved by Mrs. Davis and seconded by Mr. Zeidman that the Board approve Resolution #16-2008/2009 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by Certificated Employees. The motion was unanimously approved.

14.4c Approval is Recommended for Resolution #17-2008/2009 (HR), Regarding Determination of Seniority Among Certificated Employees with the Same Seniority Date ("Tie-Breaker Resolution")

It was moved by Dr. Russell and seconded by Mrs. Davis that the Board approve Resolution #17-2008/2009 (HR), Regarding Determination of Seniority Among Certificated Employees with the Same Seniority Date ("Tie-Breaker Resolution") as presented. The motion was unanimously approved.

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 2:05 a.m.

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 February 19, 2009 through February 27, 2009 is \$66,009.79.

BUDGET NUMBER LEGEND FOR FUNDS

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

RECOMMENDED MOTION: That purchase orders from February 19, 2009 through February 27, 2009 in the amount of \$66,009.79 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

Report ID: LAPO009C

Board List Purchase Order Report

Page No. 1

District : 64444

Run Date: 02/28/2009

Purchase Orders/Buyouts To The Board for Ratification From : 2/19/2009 To 2/27/2009

Run Time: 09:52:00AM

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

O Date	PO #	Stat	Change	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
2/26/09	51950	A			02/26/09	SMART START	NONPUBLIC S	Special Educa	01.0	65000.0	57500	1180	5880	0004040	29,822.60	29,822.60
					2/26/2009	SMART START	51950									
2/23/09	52352M	A			02/23/09	AMERICAN TIME & S	MAINTENANCE	Maintenance	01.0	81500.0	00000	8110	4380	0005040	755.46	755.46
					2/23/2009	AMERICAN TIME & SIGNAL COMPANY	52352M									
2/26/09	52463ER	A			02/26/09	OFFICE DEPOT	INSTRUCTION	Ei Rincon Ele	01.0	90127.0	11100	1000	4310	2040000	1,979.80	1,979.80
					2/26/2009	OFFICE DEPOT	52463ER									
2/23/09	52464ER	A			02/23/09	FREY SCIENTIFIC	INSTRUCTION	Ei Rincon Ele	01.0	90127.0	11100	1000	4310	2040000	897.46	897.46
					2/23/2009	FREY SCIENTIFIC	52464ER									
2/24/09	52465ER	A			02/24/09	SCHOOL SPACE S	FURNITURE, S	Ei Rincon Ele	25.0	00000.0	00000	8500	6420	2040000	763.16	763.16
					2/24/2009	SCHOOL SPACE SOLUTIONS	52465ER									
2/23/09	52600	C			02/23/09	SCHOOL SERVICE	CONFERENCE, Fiscal Service	01.0	00000.0	00000	7300	5220	0005000	175.00	175.00	
					02/23/09			01.0	00000.0	00000	7300	5220	0005010	175.00	175.00	
					2/23/2009	SCHOOL SERVICES OF CALIFORNIA	52600									350.00
2/23/09	52615M	A			02/23/09	HILLYARD	MAINTENANCE	Maintenance	01.0	81500.0	00000	8110	4380	0005040	155.17	155.17
					2/23/2009	HILLYARD	52615M									
2/23/09	52619M	A			02/23/09	MOBILITY SPECIAL	REPAIRS - OTH	Transportatio	01.0	72400.0	57500	3600	5630	0005510	195.00	195.00
					2/23/2009	MOBILITY SPECIALIST, INC.	52619M									
2/23/09	52620M	A			02/23/09	ANIMAL PEST MAN	PEST CONTRO	Maintenance	01.0	81500.0	00000	8110	5570	0005040	300.00	300.00
					2/23/2009	ANIMAL PEST MANAGEMENT SERVICES, INC.	52620M									
2/23/09	52621M	A			02/23/09	US AIR CONDITION	MAINTENANCE	Maintenance	01.0	81500.0	00000	8110	4380	0005040	88.30	88.30
					2/23/2009	US AIR CONDITIONING DISTRIBUTORS	52621M									
2/23/09	52725	A			02/23/09	PRADO SIGNS	SIGNS	Purchasing	01.0	00000.0	00000	7300	4350	0005030	85.00	85.00

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

PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
2/23/2009					52725		PRADO SIGNS							85.00
2/19/09	A	52779	02/19/09	RUTH PUNT	CONSULTANT	Special Educa	01.0	33100.0	57700	2100	5850	0004040	2,000.00	2,000.00
2/19/2009					52779		RUTH PUNT							
2/20/09	A	52781	02/20/09	JEANNIE SIMS	CONSULTANT	Culver City M	01.0	30100.0	11100	1000	5850	3010000	3,000.00	3,000.00
2/20/2009					52781		JEANNIE SIMS							
2/20/09	A	52797	02/20/09	JEANNIE SIMS	CONSULTANT	Culver City H	01.0	73950.0	11100	1000	5850	4010000	800.00	800.00
2/20/2009					52797		JEANNIE SIMS							
2/20/09	C	52798	02/20/09	LACOE DSS/SAFE	CONFERENCE	Special Proje	01.0	37100.0	00000	2100	5220	0004030	150.00	150.00
2/20/2009					52798		LACOE DSS/SAFE SCHOOLS CENTER							
2/24/09	A	52800	02/24/09	PEARSON EDUCAT	TEST/TEST MA	Special Proje	01.0	71400.0	11100	1000	4310	0004030	743.73	743.73
2/24/2009					52800		PEARSON EDUCATION							
2/23/09	A	52801	02/23/09	XEROX CORPORAT	OFFICE SUPPL	High School u	01.0	00000.0	00000	2700	4350	4010001	857.34	857.34
2/23/2009					52801		XEROX CORPORATION							
2/23/09	A	52802	02/23/09	REDWOOD PRESS	FORMS	High School u	01.0	00000.0	00000	2700	4350	4010001	333.41	333.41
2/23/2009					52802		REDWOOD PRESS							
2/23/09	A	52803	02/24/09	OFFICE DEPOT	OFFICE SUPPL	Special Proje	01.0	58100.0	00000	2700	4350	0004030	1,000.00	1,000.00
2/23/2009					52803		OFFICE DEPOT							
2/23/09	C	52804	02/23/09	UC REGENTS	CONFERENCE	Special Proje	01.0	58100.0	00000	2100	5220	0004030	1,000.00	1,000.00
2/23/2009					52804		UC REGENTS							
2/23/09	A	52805	02/23/09	HARTMAN PUBLI	BOOKS	Undistributed	01.0	96354.0	71100	1000	4210	0000000	1,785.62	1,785.62

O Date	PO #	Stat	Ord #	Date	Change	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
																1,785.62
2/24/09	52806	C		02/25/09	ACTFL	INSTRUCTION	Special Proje	52806	01.0	58100.0	11100	1000	4310	0004030	12.74	
2/24/09	52807	A		02/24/09	BSN SPORTS	INSTRUCTION	El Marino Lan	52807	01.0	00000.0	16003	1000	4310	2030000	184.46	
2/23/09	52808	A		02/23/09	DELL COMPUTER C	OFFICE SUPPL	High School u	52808	01.0	00000.0	00000	2700	4350	4010001	192.13	
2/23/09	52809	C		02/23/09	CA CITY SCHOOL S	CONFERENCE	Superintende	52809	01.0	00000.0	00000	7100	5220	0001000	125.00	
2/24/09	52810	A		02/24/09	THE GREASE COMF	REPAIRS - OTH	Undistributed	52810	13.0	53100.0	00000	3700	5630	0000000	375.00	
2/23/09	52811	A		02/23/09	LRP PUBLICATION	SUBSCRIPTIO	Special Educa	52811	01.0	33100.0	50010	2700	4350	0004040	309.50	
2/24/09	52812	A		02/24/09	SILVER LINING MUL	INSTRUCTION	Special Educa	52812	01.0	33100.0	57700	1110	4310	0004040	106.37	
2/23/09	52813	A		02/23/09	SCHOOL HEALTH C	OFFICE SUPPL	Pupil Services	52813	01.0	00000.0	00000	3140	4350	0004020	207.75	
2/23/09	52814	A		02/23/09	COMPLETE BUSIN	OFFICE SUPPL	Linwood How	52814	01.0	00000.0	00000	2700	4350	2020000	444.46	
2/23/09	52815	A		02/23/09	DELL COMPUTER C	COMPUTER S	Undistributed	52815	01.7	65000.0	50010	2200	4410	0000000	643.76	

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

PO #	Stat	Change Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
2/23/2009		52815		DELL COMPUTER CORP.										643.76
12/23/09	A	52816	02/23/09	LIGHTSPEED TECH COMPUTER S	Undistributed	01.7	65000.0	50010	2200	4410	4410	0000000	1,810.72	1,810.72
2/23/2009		52816		LIGHTSPEED TECHNOLOGIES, INC.										1,810.72
12/23/09	C	52817	02/23/09	KENJI & MANAMI G CONTRACT SE	Special Educa	01.0	33100.0	57500	3900	5890	5890	0004040	1,140.00	1,140.00
2/23/2009		52817		KENJI & MANAMI GO										1,140.00
12/23/09	A	52818	02/23/09	HASH INC.	SOFTWARE	Culver City M	01.0	90127.0	11100	1000	4210	3010000	1,015.00	1,015.00
2/23/2009		52818		HASH INC.										1,015.00
12/24/09	C	52819	02/24/09	LITERACY NETWOF CONFERENCE.	Adult School	01.0	90127.0	11100	1000	5220	5220	0000010	150.00	150.00
2/24/2009		52819		LITERACY NETWORK OF GREATER LOS ANGELE										150.00
12/23/09	A	52820	02/23/09	MAD SCIENCE OF L CONTRACT SE	Linwood How	01.0	91400.0	11100	1000	5850	5850	2020000	150.00	150.00
2/23/2009		52820		MAD SCIENCE OF LOS ANGELES										150.00
12/23/09	A	52821	02/23/09	DELL COMPUTER C OFFICE SUPPL	Technology	01.0	00000.0	00000	7700	4350	4350	0005020	303.06	303.06
2/23/2009		52821		DELL COMPUTER CORP.										303.06
12/23/09	C	52822	02/23/09	PHI DELTA KAPPA MEMBERSHIP	Superintende	01.0	00000.0	00000	7100	4310	4310	0001000	100.00	100.00
2/23/2009		52822		PHI DELTA KAPPA										100.00
12/24/09	A	52823	02/24/09	STAR OFFICE SUP OFFICE SUPPL	Security	01.0	00000.0	00000	8300	4350	4350	0001050	1,804.94	1,804.94
2/24/2009		52823		STAR OFFICE SUPPLIES, INC.										1,804.94
12/24/09	A	52824	02/24/09	JESSICA CHAMPAG CONSULTANT	Culver City H	01.0	90127.0	17000	1000	5850	5850	4010000	750.00	750.00
2/24/2009		52824		JESSICA CHAMPAGNE										750.00
12/25/09	A	52825	02/25/09	BUREAU OF EDUC CONFERENCE.	Special Proje	01.0	73920.0	00000	2100	5220	5220	0004030	199.00	199.00

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

District : 64444

CULVER CITY UNIFIED SD

Run Date: 02/28/2009

Purchase Orders/Buyouts To The Board for Ratification From : 2/19/2009 To 2/27/2009

Run Time: 09:52:00AM

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

O Date	PO #	Stat	Change	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount	
							52825		BUREAU OF EDUCATION RESEARCH								199.00
2/25/09	52826	A			02/25/09	BUREAU OF EDUC CONFERENCE, Ohr Eliyahu A	52826	01.0	73920.0	00000	2100	5220	1050000		199.00	199.00	
								BUREAU OF EDUCATION RESEARCH									
2/26/09	52827	A			02/26/09	CAROCF	52827	01.0	96352.0	71100	1000	5220	0000000		360.00	360.00	
								CAROCF									
2/26/09	52828	A			02/26/09	CONTROLTEC, INC	52828	12.0	50250.0	85000	2700	5810	0000002		1,350.00	1,350.00	
								CONTROLTEC, INC									
2/26/09	52829	A			02/26/09	ALLISON CONRAD	52829	01.0	33100.0	57500	3900	5890	0004040		450.00	450.00	
								ALLISON CONRAD									
2/26/09	52830	A			02/26/09	THERAPY IN ACTI	52830	01.0	65000.0	57520	1136	5810	0004040		2,055.00	2,055.00	
								THERAPY IN ACTION									
2/26/09	52831	A			02/27/09	CULVER-PALMS F UTILITIES	52831	01.0	00000.0	00000	8200	5910	0005041		2,741.45	2,741.45	
								CULVER-PALMS FAMILY YMCA									
2/26/09	52832	A			02/27/09	EAGLE SOFTWARE CONFERENCE, Culver City M	52832	01.0	91400.0	11100	1000	5220	3010000		650.00	650.00	
								EAGLE SOFTWARE									
2/26/09	52833	A			02/26/09	APPLAUSE LEARN INSTRUCTION middle school	52833	01.0	00000.0	11100	1000	4310	3010001		318.40	318.40	
								APPLAUSE LEARNING RESOURCES									
2/26/09	52834	A			02/26/09	BRAD AND YULIA M CONTRACT SE Special Educa	52834	01.0	33100.0	57500	3900	5890	0004040		800.00	800.00	
								BRAD AND YULIA MCAFFEE									

Total by District : 64444

66,009.79

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord #	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	Distrib Amt	PO Amount
---------	------	------	-------	------	-------------	-------------	-----------	------	---------	------	-------	-----	---------	-------------	-----------

Change
 End of Report LAPO009C

NONPUBLIC SCHOOLS:
 APPROVED YTD: \$3,655,439.60
 DECREASES THIS PERIOD: (\$100,950.00)
 GRAND TOTAL: \$3,554,489.60



BOARD REPORT

3/10/09

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>
Culver City Unified I.T. Department	Darryl Sperber HP Laserjet 4 Plus printer
Office of Child Development	Jorge Garica Camacho Boxes of pens, clipboards and flashlights.
	Mr. and Mrs. Badour Gift certificate for \$100
	Reyes Enuso and Luciano Nocera Boxes of books and toys
	Sonia and Albert Tostado Cleaning supplies, cabinet closures and handmade books
	Ms. Evenly Vasquez Boxes of puzzles, books, dividers and a binder
	Lucie and Alex Dean Books, dress up clothes, puzzles, classroom supplies, cleaning supplies and tissue.

RECOMMENDED MOTION:

That the Board accepts with
appreciation the gifts listed.

Moved by:

Seconded by:

Vote:



BOARD REPORT

9.4 Certificated Personnel Services Report No. 13

I. Authorization and Ratification of Employment

A. Substitute Teachers – District
Effective March 11, 2009

1. Freeman, Lauren
2. Halloran, Christina
3. Schuler, Carrie

B. Regional Occupational Program Instructor - High School, Careers with Animals
Effective March 12, 2009

1. Krajeski, Joanne

C. Extra Assignment – Middle School, After School Sports Program Coach
Effective November 17, 2008 through December 15, 2008 at \$929 stipend

1. Washington, J. David Boys' Basketball

D. Extra Assignment – Linwood Howe, After School Academy
Effective January 26, 2009 at \$35.00 per hour

- | | | | |
|----|----------------|-------------|------------------------|
| 1. | Chabola, Kevin | Teacher | Not to exceed 32 hours |
| 2. | Glassman, Lili | Facilitator | Not to exceed 38 hours |

E. Extra Assignment – Artist Training Program on Arts Integration
Effective February 4, 2009 at \$35.00 per hour, one hour only

- | | | | |
|----|------------------------|-----|-----------------------|
| 1. | Bell, Monica | 10. | Jones, Sara |
| 2. | Chapin, Sabrina | 11. | Maldonado, Amy |
| 3. | Conner, Jessica | 12. | McCarthy, Erin |
| 4. | Cruz-Hebert, Anna | 13. | Martinez, Maria-Luisa |
| 5. | Dickinson, Melinda | 14. | Schnauss, Lisa |
| 6. | Fredal, Ann | 15. | Sibert, Christine |
| 7. | Fretham, Kari | 16. | Tokunaga, Carrie |
| 8. | Galambos, Deborah | 17. | Varlotta, Kathy |
| 9. | Gramajo-Olivari, Sonia | 18. | Witt, Paul |

F. Extra Assignment – Additional 20% Assignment, Middle School
Effective March 2, 2009 through June 19, 2009 at 20% of current rate of pay

1. Groya, Julie

BOARD REPORT

9.5 Classified Personnel Services Report No. 13

I. Authorization, Approval & Ratification of Employment

A. Clerical & Fiscal

1. Scott, Kelly
Budget Secretary – Probationary
Adult School
8 hours per day, 12 months per year
Effective March 11, 2009
Range 24
2. Reza, Lisa
Clerk Typist II/Bilingual – Permanent
La Ballona – Extra Assignment
Not to exceed 2 hours
Effective February 11, 2009
Range 17
3. Muto, Sue
Substitute Purchasing Clerk/Buyer
District Office – Purchasing
Not to exceed 6 hours per day, 4 days per week
Effective March 2, 2009
Hourly, as needed

B. Instructional Assistants

1. Diggs, Corretta
Substitute Instructional Assistant
District Office
Effective March 4, 2009
Hourly, as needed
2. Gibson, Crystal
Instructional Assistant – Special Education IIA
Farragut – Extra Assignment
Not to exceed 1.6 hours per day
Effective January 5, 2009 through
June 19, 2009
Range 16

C. Stipend Assignments

1. Marsh, Ian
Temporary Technical Director – Sets
High School – AVPA – Spring Musical
Effective February 15, 2009 through
March 23, 2009
Stipend of \$1,660.50

BOARD REPORT

9.5 Classified Personnel Services Report No. 13 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

D. Student Helpers

- | | | |
|----|-----------------|--|
| 1. | Porzio, Camille | Student Helper – Workability
Location outside of district
Effective February 24, 2009
Hourly, as needed |
|----|-----------------|--|

II. Authorization, Approval & Ratification of Terminations

- | | | |
|----|----------------|---|
| 1. | DeLude, Sainte | Instructional Assistant – Special Education IIA
– Probationary
High School
3.9 hours per day, school year
Probationary Release
Effective February 23, 2009
Range 16 |
|----|----------------|---|

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 13

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.6 Student Teacher Agreement Between the Culver City Unified School District and Western Governors University

For many years the district has cooperated with local universities to provide student teaching experience to students enrolled in the respective institutions. The contract between Western Governors University and the Culver City Unified School District will authorize students at this institution to student teach in the district.

RECOMMENDED MOTION: Authorize the Superintendent to enter into an agreement on behalf of Culver City Unified School District with Western Governors University effective February 27, 2009 and shall continue until such time as either party gives the other party thirty days written notice of its intent to terminate the contract.

Moved by:

Seconded by:

Vote:



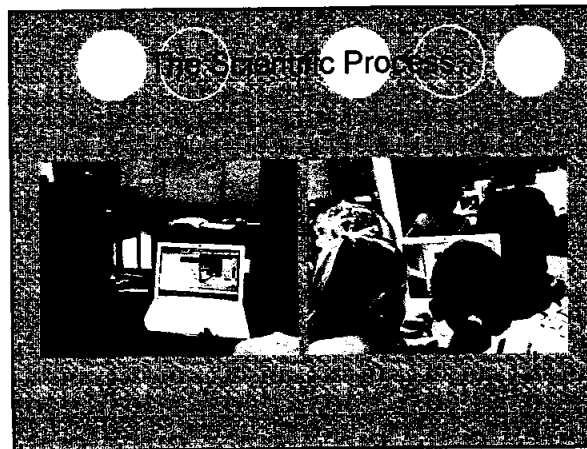
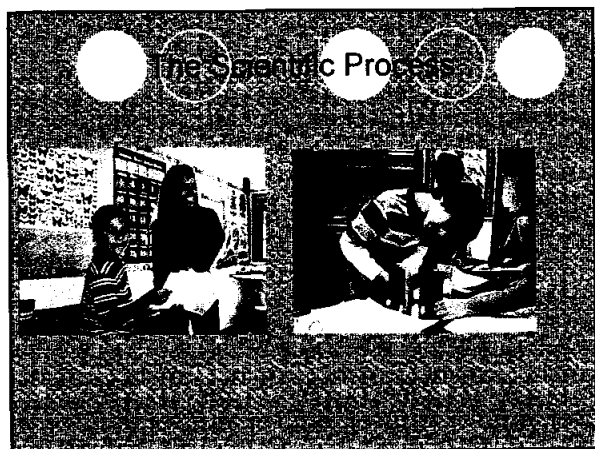
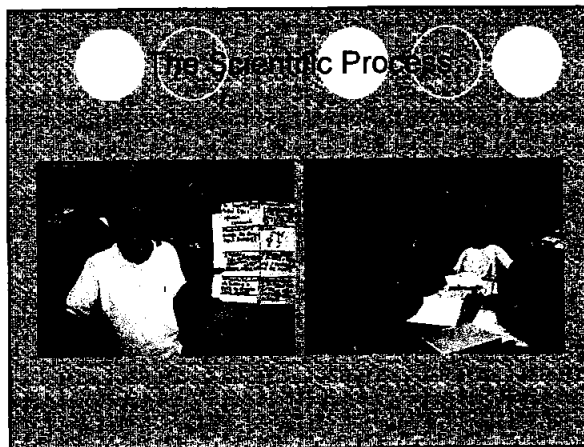
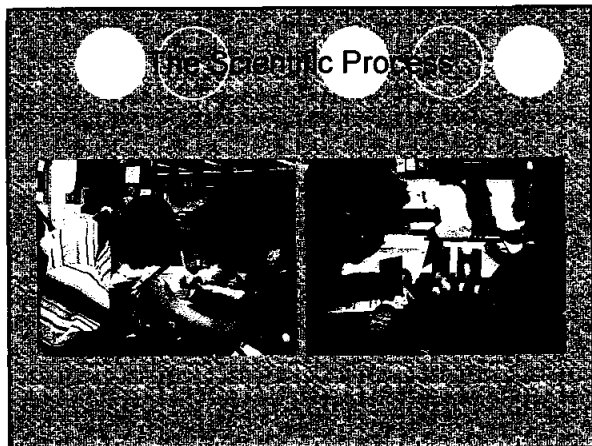
BOARD REPORT

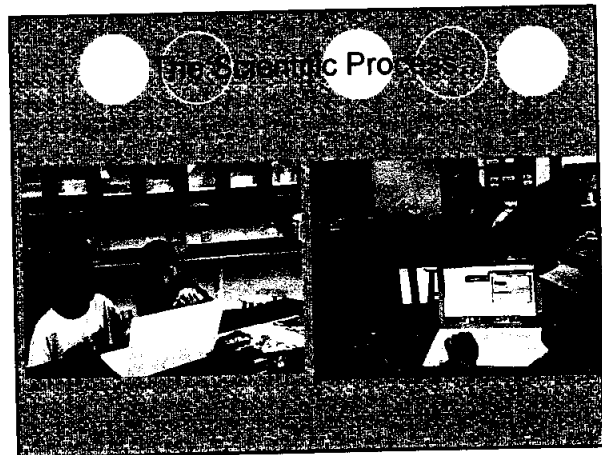
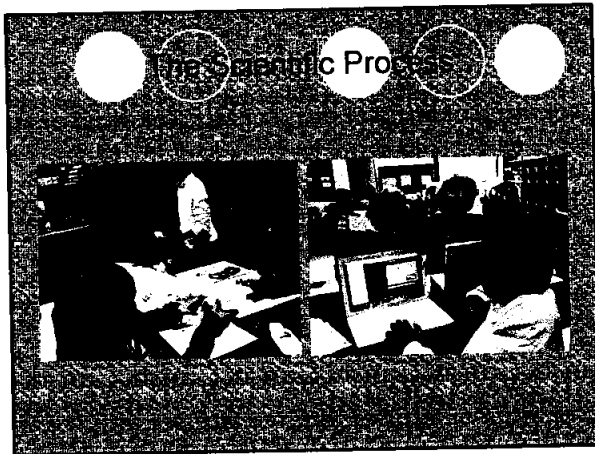
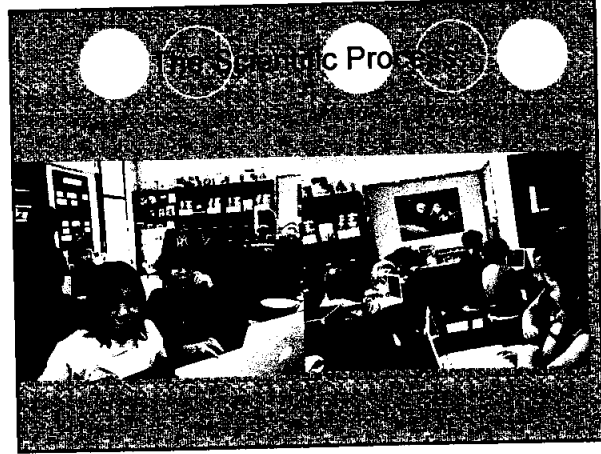
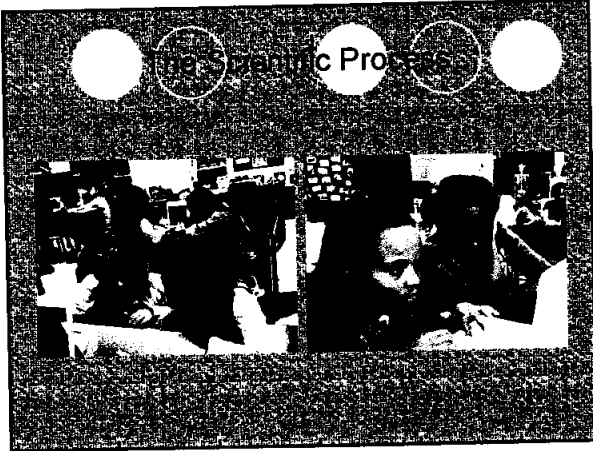
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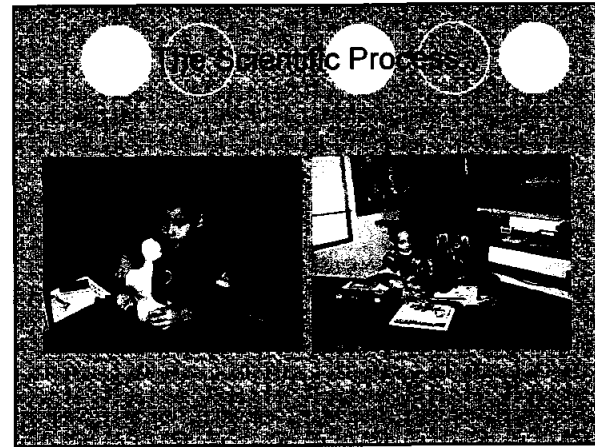
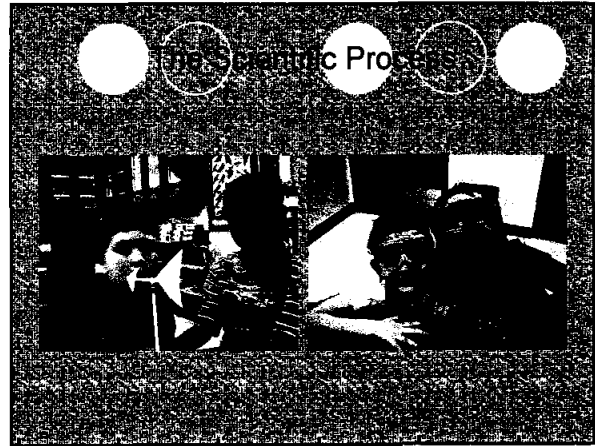
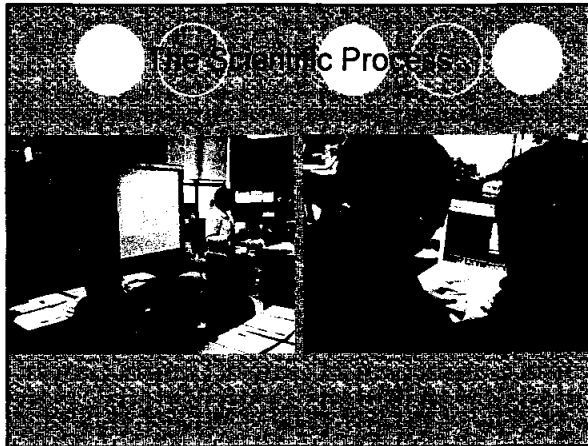
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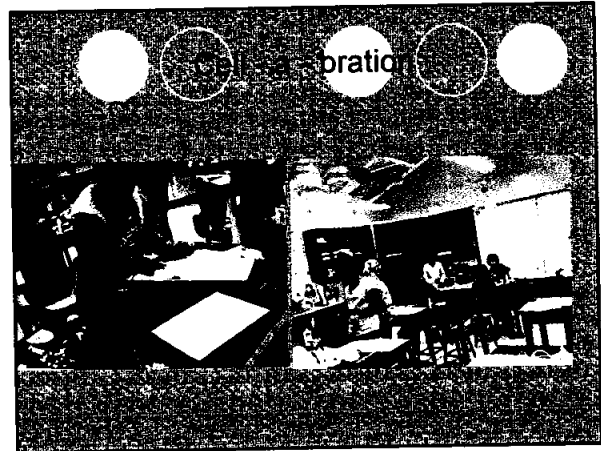
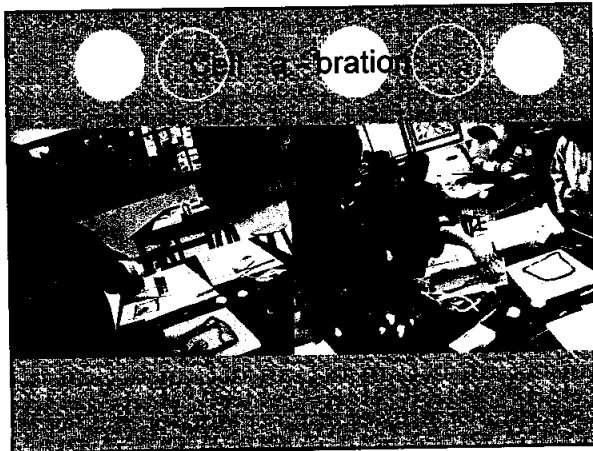
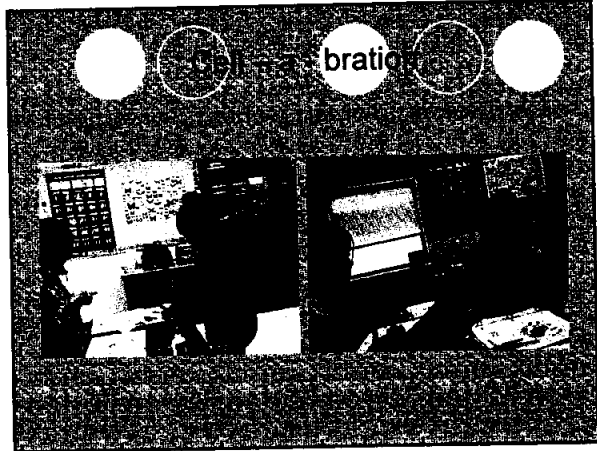
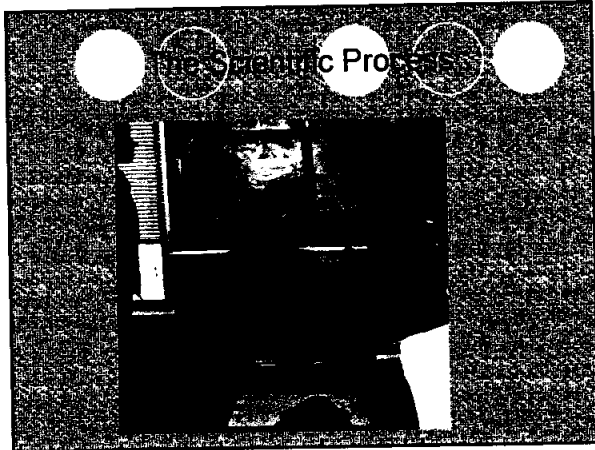
10.1 Spotlight on Education – El Rincon Elementary School

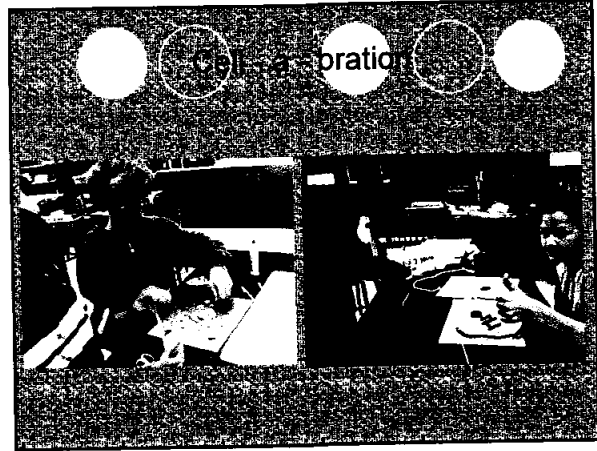
Each month throughout the school year a different school is featured through Spotlight on Education. This month, Dr. E. T. Tracy, Principal, will present “Cell A Bration.” Two fifth grade students will use document camera technology to show the differences between plant and animal cells (3 minutes). Dr. Tracy will present the Science Discovery Lab through pictures of Kindergarten through 5th grade students discovering science (3 minutes).











12.1 Enrollment Report

The attached report displays enrollment information for the fifth month of the 2008-2009 school year. The report is presented in two formats: a monthly detail and a summary comparison.

The first report shows total K-12 site enrollment by grade level on the last day of a specific four-week period. These reporting periods are categorized as 1st School Month through 12th School Month and rarely coincide with calendar months. This report also lists enrollment totals in the Adult School and State Preschool Program.

The second report is a comparative document that shows the current year's monthly enrollment and the previous year's enrollment for each K-12 site location.

Culver City Unified School District
Enrollment for the 5th School Month (12/15/08 - 1/9/09)
2008 - 2009

ELEMENTARY	El Marino	El Rincon	Farragut	La Ballona	Linwood Howe	Ind. Study	Total
K	120	79	80	100	78	0	457
1	120	76	75	76	78	0	425
2	117	79	80	57	76	1	410
3	120	82	82	79	79	0	442
4	117	76	81	87	72	1	434
5	114	88	90	88	81	0	461
Spec Class	0	6	5	0	24	0	35
Elementary Total	708	486	493	487	488	2	2664

SECONDARY	Middle School	High School	Culver Park	Ind. Study	Total
6	506			1	507
7	486			1	487
8	502			4	506
9		615	0	8	623
10		598	4	8	610
11		508	33	18	559
12		509	35	18	562
Spec Class	31	43	0	0	74
Secondary Total	1525	2273	72	58	3928

Total K-12 Enrollment	6592
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PRESCHOOL

Linwood Howe	El Marino	El Rincon	Farragut	La Ballona	CEE	Total
50	16	39	8	88	97	298

ADULT SCHOOL

Adult Basic Education	ESL	Citizenship	Adults with Disabilities	Voc. Education	Older Adults Prog	High School Subjects	Total
98	370	8	15	126	771	131	1519

Notes:

1. These enrollment figures represent the total number of sections. A single student may be enrolled in
2. Of the 131 students enrolled in high school subjects, 23 concurrently attend high school

Culver City Unified School District

Enrollment Comparison

07-08 vs 08-09

ELEMENTARY	1st		2nd		3rd		4th		5th	
	School Month		School Month		School Month		School Month		School Month	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
El Marino	696	707	700	707	701	707	696	705	708	708
El Rincon	494	486	496	489	496	488	497	487	495	486
Farragut	494	490	497	491	498	490	499	490	494	493
La Ballona	486	498	484	500	487	499	487	491	486	487
Linwood Howe	488	486	489	490	493	489	490	487	489	488
Ind. Study	0	2	0	2	0	2	2	2	2	2
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl
Elementary Total	2658	2669	2666	2679	2675	2675	2671	2662	2674	2664

SECONDARY	1st		2nd		3rd		4th		5th	
	School Month		School Month		School Month		School Month		School Month	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
Middle School	1579	1526	1583	1531	1586	1530	1582	1525	1577	1525
High School	2198	2310	2192	2302	2184	2290	2168	2297	2177	2273
Culver Park	68	76	67	75	66	74	70	75	68	72
Ind. Study	54	48	56	51	57	59	62	59	62	58
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl
Secondary Total	3899	3960	3898	3959	3893	3953	3882	3956	3884	3928

K-12 Total	6557	6629	6564	6638	6568	6628	6553	6618	6558	6592
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12.2 Presentation of Proposed 2009-2010 Expenditure Reductions

Mr. David El Fattal, Assistant Superintendent of Business Services, will present information on proposed expenditure reductions for the 2009-2010 school year as detailed in the attached list.

CCUSD TARGETED AMOUNTS TO CUT: Unrestricted General Fund, \$1.75M - \$2M; Restricted, \$1.65M.

Proposed Budget Reductions and Revisions for 2009-10 (Unrestricted Funds)		FTE	Unrestricted Amount	CBAC Ranking
District Office Services - a) Freezes non-essential purchases, travel/conferences, new hires and vacancy replacements; b) Renegotiates contracts (e.g., parent notification system, copy machines, website, public relations consultants); c) Implements and captures district-wide energy savings; d) Eliminates the following positions: Maintenance Foreman, Accounting Technician, Duplicating and Mail Clerk, Clerk Typist II (50%), Account Clerk III (50%), Personnel Office Clerk, Budget Analyst/Advisor, TOSA (.75), Car Driver, Maintenance Glazier, Custodian, interim district office administrative replacements that result from prolonged absences.		9.25	\$ 812,715	
1	Freezes of non-essential purchases, travel/conferences, new hires, vacancy replacement		\$ 100,000	1.00
2	Renegotiate contracts (parent notification system, copy machines, etc.)		\$ 25,000	1.00
3	Renegotiate website contract		\$ 12,000	1.00
4	District-wide energy savings		\$ 50,000	1.00
5	Maintenance Foreman	1.00	\$ 102,489	*
6	Accounting Technician	1.00	\$ 66,604	*
7	Duplicating and Mail Clerk (Purchasing)	1.00	\$ 45,295	*
8	Clerk Typist II (Special Education) -- x-ref item #46	0.50	\$ 25,953	*
9	Account Clerk III (Special Education; Pupil Services / Fiscal Services) -- x-ref item #47	0.50	\$ 31,194	*
10	Personnel Office Clerk (Human Resources)	1.00	\$ 62,615	*
11	Budget Analyst/Advisor (Fiscal Services)	0.50	\$ 25,000	*
12	Public relations consultant (reduce contract and services)		\$ 12,000	1.80
13	Eliminate administrative interim replacements that are due to prolonged absences		\$ 10,000	*
14	Teacher on Special Assignment	0.75	\$ 75,760	1.20
15	Car Driver	1.00	\$ 40,000	1.20
16	Maintenance Glazier	1.00	\$ 72,805	1.40
17	Custodian	1.00	\$ 56,000	3.60

* indicates CBAC did not have the opportunity to rank this item.

CCUSD TARGETED AMOUNTS TO CUT: Unrestricted General Fund, \$1.75M - \$2M; Restricted, \$1.65M.

Proposed Budget Reductions and Revisions for 2009-10 (Unrestricted Funds)		FTE	Unrestricted Amount	CBAC Ranking
<p>Sites - a) Leaves vacant one elementary library clerk position that is unfilled; b) Sets minimum class size of 20 for Advanced Placement (AP) courses; c) Eliminates one middle school AP, one high school AP, Secretary I - Independent Study School, In-School Suspension program, two Counselors, Guidance Technician.</p>				
18	Elementary Library Clerk (leave 2009-10 unfilled position vacant)	0.56	\$ 22,000	1.70
19	Advanced Placement (AP) minimum class size of 20	0.80	\$ 52,000	1.60
20	Middle School Assistant Principal	1.00	\$ 111,377	*
21	High School Assistant Principal	1.00	\$ 106,875	*
22	Secretary I - Independent Study School	1.00	\$ 52,188	1.40
23	In-School Suspension Program	1.00	\$ 89,000	2.00
24	Counselors	2.00	\$ 206,466	2.20
25	Guidance Technician	1.00	\$ 52,000	2.50
<p>Security - Eliminates two Security Officers by removing the daytime roving patrol and restructuring the evening and weekend shifts. Maintains the existing officer presence at the middle school and high school.</p>				
26	Security Officers (restructuring of schedules/shifts will not impact middle school or high school coverage)	2.00	\$ 70,000	2.40

* indicates CBAC did not have the opportunity to rank this item.

CCUSD TARGETED AMOUNTS TO CUT: Unrestricted General Fund, \$1.75M - \$2M; Restricted, \$1.65M.

Proposed Budget Reductions and Revisions for 2009-10 (Unrestricted Funds)		FTE	Unrestricted Amount	CBAC Ranking
Board of Education - Option A: Eliminates travel allowance (\$5,000). Option B: Eliminates health & welfare benefits (\$35,657).				
27	Board Members travel allowance		\$ 5,000	1.00
28	Board Members health and welfare benefits		\$ 35,657	1.10

Class Size - a) Grades 4-5 average class size ratio set at 30:1 from 28:1; b) Middle School average class size ratio set at 35:1 from 31:1; c) High School average class size ratio set at 35:1 from 31:1. Elimination of 9th Grade CSR is incorporated herein.				
11.40		\$ 741,000		
29	4-5 average class size set at 30:1 from 28:1	\$ 195,000	1.70	
30	Middle School average class size ratio set at 35:1 from 31:1	\$ 286,000	2.60	
31	High School average class size ratio set at 35:1 from 31:1	\$ 260,000	2.60	
32	9th Grade CSR - Morgan Hart (incorporated above)			

K-3 CSR - Utilizes flexibility to increase class size with a reduced/limited financial penalty. Option A: K-3 class size set at 22:1 with the elimination of eight Teachers (\$346,926); Option B: K-3 class size set at 22:1 and filled through increased student enrollment with zero Teacher reductions. If all classes reach 22:1 [not likely in grades 2-3] then the increased ADA revenues and associated K-3 reduced/limited penalties will be approximately equivalent to the costs of keeping the eight Teachers.				
8.00		\$ 346,926		
33	K-3 average class size set at 22:1 (with reduced penalty)	\$ 346,926	1.50	

TOTAL UNRESTRICTED FUNDS 39.01 \$ 2,703,204

* indicates CBAC did not have the opportunity to rank this item.

CCUSD TARGETED AMOUNTS TO CUT: Unrestricted General Fund, \$1.75M - \$2M; Restricted, \$1.65M.

Proposed Budget Reductions and Revisions for 2009-10 (Restricted Funds)		FTE	Restricted Amount	CBAC Ranking
<p>Categoricals - a) Renegotiate/restructure student assessment system (Galileo); b) Provide one textbook for middle school students, but not an additional classroom set; c) Reduce summer school programs to the State reimbursement level; d) Seven Instructional Assistants - Computer Lab return to their original hours pre-MOU related to EETT funding; e) Eliminates the following positions: Secretary I, Consultant I, Consultant II, Assistant Director - Child Welfare and Attendance, ROP Coordinator, 10.65 TOSA's (BTSA - 3.6, EETT - 4.25, ELD - 2.8), three Counselors, fifteen Instructional Assistants I, twelve Instructional Assistants III (bilingual).</p>				
34	Secretary I (Educational Services)	1.00	\$ 58,965	
35	Consultant I		\$ 106,050	1.10
36	Consultant II		\$ 20,000	1.20
37	Assistant Director - Child Welfare and Attendance	1.00	\$ 127,826	*
38	ROP Coordinator		\$ 18,837	*
39	Teacher on Special Assignment (TOSA) - BTSA-3.6; EETT-4.25; ELD-2.8.	10.65	\$ 935,501	1.20
40	Renegotiate/Restructure student assessment system (Galileo)		\$ 39,000	1.20
41	Provide one textbook for middle school students, but not an additional classroom set		\$ 20,000	1.30
42	Counselors	3.00	\$ 303,730	2.20
43	Instructional Assistant Computer Lab: Return to original hours (e.g., 3.6, 3.9, etc.) pre-MOU related to EETT funding.		\$ 35,636	2.20
44	Instructional Assistant I (Title I, SIP)	15.00	\$ 210,623	2.30
45	Instructional Assistant III (Bilingual, EIA)	12.00	\$ 240,851	2.30
46	Reduce summer school programs to the State reimbursement level			2.00

* indicates CBAC did not have the opportunity to rank this item.

CCUSD TARGETED AMOUNTS TO CUT: Unrestricted General Fund, \$1.75M - \$2M; Restricted, \$1.65M.

Proposed Budget Reductions and Revisions for 2009-10 (Restricted Funds)		FTE	Restricted Amount	CBAC Ranking
Special Education - a) Eliminates Clerk Typist II (50%), Account Clerk III (50%), two Special Day Class Teachers and five Instructional Assistants Special Education and IIA; b) Reduces the hours of nine Instructional Assistants Special Education and IIA.				
47	Clerk Typist II (Special Education) -- x-ref item #7	0.50	\$ 25,953	*
48	Account Clerk III (Special Education; Pupil Services / Fiscal Services) -- x-ref item #8	0.50	\$ 31,194	*
49	Special Day Class Teacher	2.00	\$ 130,000	1.10
50	Instructional Assistant Special Education and Iia (non-mandated special education) - cut 5 positions and reduce hours of 9 positions	5.00	\$ 130,973	*

SELPA - Eliminates the General Fund contribution to SELPA by reducing Secretary II from a full-time to a half-time position.		FTE	Restricted Amount	CBAC Ranking
51	Secretary II	0.50	\$ 32,092	*

Proposed Budget Reductions and Revisions for 2008-09 (Restricted Funds)		FTE	Restricted Amount	CBAC Ranking
Instructional Materials Realignment Funding Program (IMRFP) - Reduce and utilize in the General Fund the allocated/reserved IMRFP textbook funds. This money will be transferred to the General Fund to cover the 15.4% mid-year cut to the categorical programs which is approximately \$300K. A public hearing is required and will be agendized at a future Board Meeting.				
			\$ 380,000	1.00

TOTAL RESTRICTED FUNDS 51.15 \$ 2,847,231

* indicates CBAC did not have the opportunity to rank this item.

BOARD REPORT

**3/10/09
14.2a**

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

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

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

Moved by:

Seconded by:

Vote:

The Single Plan for Student Achievement

Culver City High School

School Name

19-64444-1932201

CDS Code

Date of this revision:

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

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

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

Culver City Unified School District

School District

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

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

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.

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 family and belonging is integral to our lives
- everyone has the right to preserve his/her dignity
- each person has the capacity for goodness

CULVER CITY HIGH SCHOOL BELIEFS

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

Culver City High School believes:

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

III. School Profile

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

Culver City Unified School district adopted the California State Standards which are the driving force behind each lesson. Additionally, Culver City High School continues to embed its Student Outcomes (ESLRs) into its educational community and its curriculum on a regular basis in hopes of making each student a: Critical Thinker, Self-Guided Achiever, Involved Citizen, Quality Producer, Collaborative Worker and Adaptable Problem Solver.

The 2007-2008 CBEDS enrollment report accounts for a student population of 2,204. As the school's enrollment has grown, its demographics have also slightly changed with the largest percentage of increase in the Multiple/No Response category. CCHS's student population distribution is as follows: Hispanic 37.6%; White 23.1%; African American 22.9%; Asian 10.4%; Filipino 2.7%; Pacific Islander 1%; American Indian .03%; and Multiple/No Response 2.6%. The school's diversity provides for 33 languages to be spoken on campus; 9.7% of the students are English language learners.

Culver City High School's vision statement, "Learn to Achieve. Achieve to Learn. Tomorrow Starts Today," is an integral part of the student outcomes at CCHS and was developed as a result of collaboration of parents, community and faculty members. The mission of Culver City Unified School District is to ensure that each student possesses the academic and personal skills necessary to achieve his/her highest potential as a valued and responsible member of society by providing challenging, personalized educational experiences in a safe, nurturing environment and by fostering a passion for teaching and learning with committed parent and community involvement. The collective staff, parents and community subscribe wholeheartedly to this mission and firmly believe that each student is capable of success.

This year the CCHS leadership team along with other staff, students, parents, and community members developed a mission statement and strategic action plan for the high school. Our new Mission Statement is: "Culver City High School is an engaged and caring academic community where diversity is valued and respected. We are committed to educating and inspiring all students to become life-long learners and contributing members of our global society." The strategic action plan defines our school goals and objectives.

Significant Developments

As with many schools, Culver City High School has had changes in its site leadership team. Drew Sotelo, Assistant Principal of Attendance and Activities is now working at the District Office as the Director of Child Welfare and Attendance. Dylan Farris has joined the administrative team as the Assistant Principal of Attendance and Activities.

Pam Magee joined CCHS as Principal in July 2005. Michael Marcos (Assistant Principal, Guidance and Curriculum) and Kim Indelicato (Assistant Principal, Athletics and Discipline) joined the administrative team in July 2006.

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

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

Assessment data drives instruction at Culver City High School. In addition to providing common assessments within subject areas, CCHS instituted Benchmark testing through the Galileo program in 2007. The data yielded from the testing informs teachers about student progress. Teachers adjust instruction and design interventions using the results. This program was instituted in the English Language Arts and Mathematics departments and is expected to be expanded to include other subject areas in coming years.

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

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

CCHS realized its continued need to re-institute AVID to assist targeted students with their continued success. During the 2006-07 school year, a section of AVID was added to the Master Schedule and is funded by both the district and through a Culver City Education Foundation Grant (funding tutors). The program was expanded during the 2007-2008 and again during the 2008-2009 school year and now serves over 60 students.

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

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

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

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

The CCHS Counseling and Guidance Department has expanded to include five academic counselors and two at-risk counselors. The at-risk counselors support students in the areas of attendance and behavior. The department has adopted the America School Counselors Association's National Model and participated in extensive training. This year the department has expanded their services to include frequent classroom presentations and the use of data to assess program effectiveness.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Culver City High School has an Academic Performance Index score of 750. This is a dramatic increase from the 2006 API score of 732. In 2007 the score increased to 751. The school did not reach the target growth of 5 points in the 2007-2008 school year. The actual growth was -1.

Student groups categorized as White, African-American, Asian, and Economically disadvantaged met their API growth targets. The Hispanic subgroup experienced a gain of 2 in their API score, though the groups failed to meet the target growth of 5. English learners experienced a decline of 2 and students with disabilities experienced a decline of 17 in their respective API scores. For this reason, the school has identified English learners and students with disabilities as an area of focus for the 2008-2009 school year.

In the area of English Language Arts, 60.7 percent of Culver City High School students scored proficient or above on state tests. All subgroups have satisfied Adequate Yearly Progress, with the exception of English Learners. Only 25.9 percent of English Learners scored proficient or higher. Adequate Yearly Progress for this subgroup is 33.4. The majority of English Learners at Culver City High School have been identified as intermediate early advanced in terms of their acquisition of English. It is the approach of the administration to raise the level of rigor for these students by including these students in mixed ability classes. English Learners are currently not grouped together in SDAIE classes.

All subgroups satisfied Adequate Yearly Progress in mathematics. An achievement gap continues to exist in this area. 82% of white students scored at proficient or higher. 79.2% of Asian students are proficient or better. In contrast, 50.4% of African American students scored proficient or higher. The rate for Hispanic students is 44, English Learners is 32.7, Socio-Economic Disadvantaged is 44.6, and 24% of Students w/Disabilities scored proficient or higher.

B. Surveys

Culver City High School uses information gathered from the school community to guide the decision making process. Two surveys that are conducted annually are the California Healthy Kids Survey distributed to all 9th graders and the School Climate survey administered to students, parents, and staff. Both survey instruments indicate areas of strength and areas of need. As a result of the information shared through surveys the school implemented the AVID program to meet the needs of students performing in the middle percentiles who need additional support to access college opportunities. The Link Crew, 9th grade bridge program was also initiated as a result of feedback provided through surveys.

C. Classroom Observations

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

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

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

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

D. Student Work and School Documents

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

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

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

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

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

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

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

V. Description of Barriers and Related School Goals

Barriers

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

Our English Learner population continues to struggle with achieving proficiency. For many LEP/EL students time is needed to grasp language skills that allow them to achieve at minimal performance levels. Many of our EL students have transferred to our school from other countries and are unequipped to master curriculum that is not delivered in their native language. Other students have maintained the same ELD designation for many years. It is apparent that complacency and lack of motivation contributes in the failure of some students to achieve high enough for redesignation. These students need to be challenged with rigorous curriculum and inspired to excel in academics.

Progress is being made in the area of providing challenging curriculum to our Special Education students. These students may have difficulty raising their achievement scores to proficient or above at the rate determined by the AYP. It is our belief that these students need exposure to more rigorous curriculum while receiving appropriate educational supports.

Lack of motivation is an ongoing issue with many students at Culver City High School. There is a need to further inspire students to achieve in their classes and aspire to higher education. It is clear that students that enter high school are often unable to connect their performance with future outcomes. As a result, many students underperform in 9th and 10th grade and find themselves making up classes in later grades.

Many students do not have the reading skills and math skills to support success in other classes such as Science, Social Studies, but do not access tutoring or other available resources to overcome the problem. Students also arrive to CCHS ill prepared in the area of mathematics. Students that have been incorrectly placed in math classes need to be reassigned to the proper math class.

Parent education level is a contributing factor to the performance of student. While all parents want the best for their students, parents that do not have post high school education often lack the will or ability to provide the guidance necessary for students to achieve proficiency in high school or to navigate preparation for college. Additionally, parents are often unable to assist their students in the comprehension of subject matter material.

Students have many extracurricular activities, including sports, clubs, and employment. Many students do not complete the assignments required for all their classes. Many students are unable or unwilling to come for help after school because they are busy with these other activities.

The Culver City High School Community (Parents, Teachers and Students) recognizes the resource limitations that exist. More efficient allocation of resources as well as additional resources would drastically improve the performance of the students at Culver City High School. More time made available for teachers to interact with students, materials and time to utilize the materials that include technology would improve student test scores.

Related Goals

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

Culver City High School intends to break the cycle in which ELD students remain in SDAIE programs for excessive numbers of years. English Learners have been mainstreamed in traditional classes in an effort to increase the learning expectation of students. Teaching assistants have been provided for additional support of English Learners in general education classrooms.

The Special Education program was revamped in 2007-2008. Higher performing students were mainstreamed into Co-Lab classes. These classes are general education classrooms that mainstream special education students with modifications and a support teacher in the classroom.

There is a concerted effort to raise expectations, support, and achievement among Culver City High School students, and especially 9th grade students. In response, CCHS instituted Link Crew, a program in which upperclassmen provide ongoing academic and social support for the Freshman class.

In an effort to raise the reading levels of students that read below grade level, the Read 180 program was instituted at CCHS in 2008. Students take this technology enhanced elective to receive additional support in reading. The Math department has arranged for all incoming students to take a math placement exam to ensure appropriate placement in math classes. Algebra 1 is offered over two years in an effort to provide students with more time to master the concepts.

CCHS reaches out to parents via the website, the Principal Newsletter, phone class, parent conferences, Student Success Team meetings, college nights, parenting seminars, and parent information nights. Students will receive additional academic support and guidance from counselors, the College and Career Center, and teachers.

VI. Planned Improvements in Student Performance

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

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

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
Teachers will be provided with opportunities for professional growth and development. The school will support teachers in their development by funding professional development costs, including substitutes for teachers when they attend training.	August to June	Conferences, Substitutes, travel, lodging, transportation	\$5,000	School Improvement Funds
Teaching materials will be renewed as necessary and as proscribed by district policy. Supplementary and ancillary materials will be made available for teachers in order to augment and supplement the currently available textbook resources. This includes, but is not limited to, educational software, media resources, subscriptions to educational publications, visual resources, and materials for student projects.	August to June	Textbooks, software, visual aids, subscriptions, project materials	\$1,000	School Improvement Funds
Teachers will be provided with opportunities to collaborate in an effort to produce lessons and units of study. Furthermore, teachers are encouraged to collaborate in order to discuss the progress of classes and individual students and to plan educational interventions when appropriate. Sub costs may be incurred to facilitate classroom observations and / collaboration time.	August to June	Substitutes, paid hours outside the school day	\$2,000	School Improvement Funds
Field trips will be made available to enhance the educational experience of students. Transportation and admission fees will be paid for as is appropriate.	September to June	Substitutes, transportation, buses, admission fees	\$2,000	School Improvement Funds
Funds will be made available to support intervention services for students. This includes, but is not limited to, tutoring and after school.	September to June	Hourly pay for tutors	\$26,000	School Improvement Funds
Teachers may coordinate and access guest lecturers for students in specific areas of study / subject matter.	September to June	Guest speaker fees	\$1,000	School Improvement Funds

(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)

Data will be analyzed on an ongoing basis by teachers, staff, and students to evaluate the progress of students. A variety of assessment methods will be used including common assessments (unit tests, midterms, and finals), benchmark testing, individual teacher assessments, CAHSEE, AP tests, state tests, and grades will be used to generate data that will drive the instructional program. Based on the data, the faculty will collaborate to generate unit plans, lesson plans, and intervention plans to address areas of need among individual students, specific student groups, and entire classes.

Student groups and grade levels to participate in this goal:
All students in all subject areas will benefit from this goal and model of instruction. Special emphasis is placed on the progress of our English Learner students and our Special Education students. While growth is projected in all subject areas, the Galileo program is being piloted in the mathematics and Language Arts departments in an effort to increase proficiency in those subject areas.

Anticipated annual performance growth for each group:
All groups will meet or exceed the Annual Yearly Progress goal established by the State of California.

Means of evaluating progress toward this goal:
Progress will be measured by the level of participation of faculty in the use of benchmark assessments and ultimately by the performance of subgroups on California standardized tests.

Group data to be collected to measure academic gains:
Benchmark tests, CAHSEE scores, and state standardized test scores.

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
Teacher and department collaboration will be facilitated on the second and fourth Wednesday of each month. The bell schedule was revised during the 2007-2008 school year to accommodate early release on Wednesdays.	August to June	Guest speakers / facilitators	\$0	
Departments will analyze the results of state tests annually. Departments will review the performance of students in their respective subject areas. Each teacher will review the performance of their individual classes on questions relating to specific standards and sub-standards to determine adjustments that need to be made in pacing and instruction.	August - October	Guest speakers / facilitators	\$0	
Teachers will collaborate to develop common assessments such as unit tests, midterms, and final exams. Teachers will review the results together to identify instructional practices that yielded the best results.	September to June	Substitutes	\$0	
Teachers will utilize benchmark assessments to periodically evaluate the progress of students. Teachers will apply intervention strategies to support students in keeping up with standards.	September to June	Substitutes, software fees, facilitators	\$0	
The results of the CAHSEE will be reviewed annually to identify curricular needs of 9th and 10th grade students.	April to June	None	\$0	
AP tests results will be analyzed to determine strengths and needs within the AP program.	June to September	None	\$0	
State test scores will be used to identify students that may be eligible for programs such as AVID, Honors, and AP, as well as remedial programs.	September to June	Substitutes	\$0	

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

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

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3

(Based on conclusions from Analysis of Program Components and Student Data pages)

All students will make adequate progress toward proficiency in all subject areas. While there are students in every subgroup that have not achieved proficiency in every area, subgroups that are not making progress as a group will be the primary focus for providing support. Culver City High School is committed to analyzing data and working collaboratively to identify the needs of our students, identify specific students and student groups that need additional supports or interventions, and adjusting curriculum and instruction to address student needs.

Specific groups that are not meeting the AYP and / or API for their subgroups include Special Education students, ELD student, Hispanic students (scores are impacted by the ELD scores), and students from low socio-economic backgrounds.

In addition to evaluating disaggregated state test scores on an annual basis our school district has implemented the Galileo program to facilitate benchmark testing. With the assistance of the software, students are tested three times throughout the school year to measure progress on mastery of the standards. The results of the tests provide teachers information that will allow them to adjust their instruction and provide interventions as needed for students. This program is being piloted in English Language Arts and Math. It will be implemented in other subject areas in the coming school years.

Student groups and grade levels to participate in this goal: ELD students, Special Education students, Hispanic students, African-American students, and students from low socio-economic backgrounds.	Anticipated annual performance growth for each group: The goal is for all students to meet the AYP, pass the CAHSEE, and achieve proficiency on all tested subject areas.
Means of evaluating progress toward this goal: Analysis of disaggregated test scores and passage rate of the CAHSEE.	Group data to be collected to measure academic gains: Grades, CAHSEE passage rate, disaggregated state test results

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
In addition to analyzing data for all subgroups as described in goals 1 and 2, the data analysis for underperforming subgroups will be shared with all subject area departments in order to develop subject specific strategies for increasing performance.	September to June	Facilitators	\$0	
Teachers of ELD students will meet regularly to discuss progress of students, curricular issues, and program needs with the ELD Coordinator and the ELD Department.	September to June	Hourly pay	\$0	
ELD students are being mainstreamed into non-SDAIE classrooms. This is being done in an effort to increase exposure to academic vocabulary and rigorous curriculum. To the extent possible, aides must be provided to provide additional support to students in the early stage of language acquisition in mainstream classrooms.	September to June	Teacher assistants, visual aids, supplementary materials	\$0	
Periodically, the ELD department may arrange ELD specific SST meetings that include subject area teachers. Compensation will be provided to teachers asked to meet outside of the normal school day.	September to June	Hourly pay	\$2,000	School Improvement Funds
Students identified as Special Education will be evaluated to determine appropriate placement. Students may be placed in a "Co-Lab" classroom in which special education students are mainstreamed in an effort to increase their exposure to rigorous curriculum. Special education teachers and subject area teachers will be assigned to Co-Lab classes to provide dual support for special education students.	September to June	Conferences, transportation, substitutes, lodging, teacher aides	\$0	
Teachers of the Co-Lab classes will meet regularly with the Special Education Department to evaluate the program and discuss appropriate placement, student progress, curricular modifications, grading scales for special education students, and recommended academic intervention	September to June	hourly pay, substitutes	\$0	
All teachers will continue to be trained in differentiated instruction to support students at all levels of academic ability.	September to June	Conferences, transportation, substitutes, lodging	\$0	

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

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

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4

(Based on conclusions from Analysis of Program Components and Student Data pages)

Culver City High School will strive to provide students with an educational program that infuses curriculum in modern technology in order to prepare our students for higher education, the modern work force, the global society / economy, etc.

In 1998, Culver City High School was awarded funds through the state of California's Digital High School Grant to train teachers and to purchase technology for the school. Although the school did receive funds for training and equipment, after a few years, funds specifically for technology were discontinued.

Since that time, Culver City High School has increased its number of classrooms and our students and teachers have also increased their use of technology. Since the initial Digital High School Grant technology has changed. Computers today are far superior to those of 1998. The school relies on the Principal's unit budget and Site Improvement funds to furnish the new classrooms with technology and to replace out-dated and broken equipment. Classes use the school's Tech Center on a daily basis to work on their writing skills, projects, internet research and classroom assignments. In 2007, CCHS offered the internet-based AP Japanese test for the first time. Additional equipment was purchased in order to facilitate testing. Additional technology is needed to adequately support innovative programs that our teachers are assigning. About one quarter of the sites classroom computers are Win98 machines or Apple OS 8. These old operating systems will not allow newer software to work and/or are too slow.

Through the increased use of technology at our school, there is more demand for a technology-lab atmosphere. Due to space constraints, the school is unable to open another technology lab. Therefore, in order to provide classes with the opportunity to use technology, the site has had to purchase two mobile wireless-carts with laptops. This will provide students more access to technology.

Funds from AB1802 have been used to purchase hardware to update the Tech Center, to replace older machines in the classroom and to purchase mobile wireless-carts with laptops.

Student groups and grade levels to participate in this goal:
All students.

Anticipated annual performance growth for each group:
Gradual increased proficiency in of teachers and students with technological software and programs.

Means of evaluating progress toward this goal:
Student, teacher, and parent surveys.
Classroom observations.

Group data to be collected to measure academic gains:
Student, teacher, and parent surveys.
Classroom observations.
Report from Tech-Center.

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
The Tech-Center will be maintained for class and student use throughout the school year. One staff member will be assigned to coordinate the use of and maintain computer hardware and software in the Tech-Center.	July to June	Technology Technician	\$36,736	School Improvement Funds
Technology will be utilized to support teachers in providing benchmark assessments through programs such as Galileo. Other tests may be offered through the Tech-Center, including AP exams. CCHS is currently offering the AP Japanese language exam online.	September to June	Computer hardware, software, maintenance and repair	\$17,6000	School Improvement Funds
Curriculum will be supported through curricular software and online resources. Departments will explore and implement the use of appropriate resources to supplement their curriculum. This includes, but is not limited to programs such as My Access, an online essay writing program utilized by the English department to increase the amount of writing and feedback provided to students.	September to June	Training, substitutes, services subscriptions, licenses, software	\$4,125	School Improvement Funds
Communication among students, teachers, parents, and administration will be increased via the high school website, parent portal, teacher web pages, and e-mail.	September to June	Postage, web services fees	\$0	
Students will be trained in the use of word processing, data, and presentation software including, but not limited to Word, Excel, Power Point, etc.	September to June	Teacher training	\$0	

(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) Culver City High School aims to increase the number of students that are eligible to attend a four year university upon graduation. Our guidance department provides ongoing counseling for students to encourage awareness of UC/ CSU admissions requirements. The College and Career Center facilitates college visits and seminars, SAT and ACT testing and preparation, and advisement for college admissions and financing. Our school hosts a wide variety of Advanced Placement and Honors level courses in order to make our students competitive for college entrance. The AVID Program is designed to support students who have average GPAs and whose parents did not attend college pursue a path to college admission. The program has expanded each year, and the first graduating class of AVID students will matriculate in 2010. Ultimately, Culver City High School aims to prepare all students for higher education. The administration is currently investigating a closer alignment of graduation requirements to UC / CSU admissions.	
Student groups and grade levels to participate in this goal: We hope to increase the number of students prepared for college in all subgroups.	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal: Progress will be evaluated by review of the following data -Number of students completing UC/CSU A-G requirements. - Number of students reporting admissions to four year colleges or universities. -Reports from local community colleges identifying the number of Culver City High School students in enrolled in classes. -Number of students participating in college entrance testing (PSAT, SAT, SAT II, PLAN, ACT). -Number of students enrolled in AP / Honors courses.	Group data to be collected to measure academic gains: -Performance on college entrance testing (PSAT, SAT, SAT II, PLAN, ACT). -Number of students completing UC/CSU A-G requirements.

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
Ongoing counseling and classroom presentations will be provided to advise students about completing college entrance requirements.	September to June	Materials, copies	\$1,000	School Improvement Funds
Teachers will serve as mentors to students and classes in an effort to promote college going culture.	September to June		\$0	
Teachers and counselors will identify and recommend students that are highly capable to pursue a rigorous course schedule including Honors and AP classes.	September to June		\$0	
Culver City High School will continue to offer a wide variety of AP and Honors classes. The guidance office will identify opportunities to expand the number of Honors and AP classes offered and implement new courses.	September to June	Testing materials, hourly pay, substitute costs for test proctoring	\$0	
The AVID Site Team will identify students "in the middle" that demonstrate academic proficiency and whose parents have not completed college. Those students will be offered an opportunity to apply to the AVID program and receive mentorship via the AVID elective throughout high school.	September to June	Elective classroom materials costs, tutors, trainings (Path and/ or Summer Institute), transportation and lodging, LACOE fees, substitute, college field trip expenses, buses	\$15,000	Site Improvement Funds
The PSAT and PLAN tests will be offered at Culver City High School for all students. Students in the 9th and 10th grade will be highly encouraged to participate.	September to June	Test costs, hourly pay for proctors	\$0	
The CCHS administration will facilitate a process for evaluating the current graduation requirements and recommending changes that will align the graduation requirements with UC/CSU eligibility requirements.	September to June	Consultant fees	\$1,500	Site Improvement Funds

(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	1635	1559	1653	370	364	377	376	356	365	178	165	171
Growth API	735	752	750	808	821	816	686	701	711	874	869	862
Base API	734	732	751	814	808	821	700	680	701	843	862	869
Target	3	5	5	A	A	A	2	6	5	A	A	A
Growth	1	20	-1	-6	13	-5	-14	21	10	31	7	-7
Met Target	No	Yes	No	Yes	Yes	Yes	No	Yes	Yes	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	605	589	638	316	313	306	417	402	531	113	117	120
Growth API	687	703	705	655	648	646	663	691	707	500	524	507
Base API	674	683	703	642	647	648	649	660	691	485	501	524
Target	2	6	5	2	8	8	2	7	5	2	15	14
Growth	13	20	2	13	1	-2	14	31	16	15	23	-17
Met Target	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No

Appendix A - School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	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%	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	93	97	98	95	99	99	89	99	97	99	96	100
Number At or Above Proficient	297	335	332	89	107	99	64	62	72	43	45	41
Percent At or Above Proficient	63.1	60.1	60.7	78.8	81.7	82.5	57.7	49.2	60.5	84.3	71.4	77.4
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	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	92	95	98	95	93	98	93	95	99	83	93	98
Number At or Above Proficient	91	103	103	34	37	29	50	69	85	7	5	12
Percent At or Above Proficient	53.5	50.5	45.4	32.1	33.6	25.9	43.1	45.1	46.4	41.2	14.3	24.5
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	--	--	No	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	94	98	98	95	99	98	90	98	98	99	98	100
Number At or Above Proficient	268	330	313	78	96	98	49	51	60	43	57	42
Percent At or Above Proficient	56.4	59.0	57.5	68.4	73.3	82.4	45.0	40.8	50.4	84.3	90.5	79.2
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 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	94	96	97	97	94	99	93	97	99	88	95	100
Number At or Above Proficient	89	103	99	44	48	37	52	70	82	3	4	12
Percent At or Above Proficient	51.1	49.8	44.0	40.7	43.2	32.7	44.8	44.6	44.8	16.7	11.1	24.0
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	--	--	--

* = AYP Target for Elementary/Middle Schools (2006=26.5%), (2007=26.5%), (2008=37%)
 ** = 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
	#	%	#	%	#	%	#	%	#	%	#
9	3	6	23	46	20	40	3	6	1	2	50
10	1	2	35	53	24	36	6	9			66
11	9	17	27	52	12	23	4	8			52
12	4	15	11	41	8	30	4	15			27
Total	17	9	96	49	64	33	17	9	1	1	195

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)
Culver City High School promotes the use of assessment data to drive instructional practices. Student performance on state tests are analyzed each year to determine the strengths and needs of our various student groups. Each department is provided with disaggregated data to evaluate the performance of their students on specific standards and strands. Each subject area develops pacing plans and instructional units based on the performance of their students.

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

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

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

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

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

Staffing and Professional Development

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

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

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

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

Teaching and Learning

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

Opportunity and Equal Educational Access

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

Involvement

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

Funding

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

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 262,039.36
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): Discretionary Block	\$ (6,657.13)
Total amount of state categorical funds allocated to this school	262,099.36 \$

Federal Programs under No Child Left Behind (NCLB)	Allocation
[] Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
[] Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
[] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
[] Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
[] Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
[] Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
[] Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
[] Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
[] Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
[] Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
[] Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
[] Other Federal Funds (list and describe)(42)	\$
Total amount of federal categorical funds allocated to this school	N/A \$
Total amount of state and federal categorical funds allocated to this school	262,039.36 \$

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

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

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)
(Leadership Team)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 2-22-2008

Attested:

Pam Magee

Typed name of school principal




Signature of school principal

3/6/2009

Date

Dylan Farris

Typed name of SSC chairperson



Signature of SSC chairperson

3/6/2009

Date

Appendix E - Home/School Compact

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

Student Pledge:

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

- Attend school every day and arrive on time to all my classes;
- Follow all school and classroom rules and regulations including the hat and electronics policies. I will comply with the school dress code;
- Put my best effort into my work;
- Complete homework and class work on time;
- Seek help from teachers and counselors and attend tutoring when having academic difficulties or receiving a grade of D or F;
- Make informed decisions, set goals and take action to meet requirements for graduation.

Parents Pledge:

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

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

Staff Pledge:

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

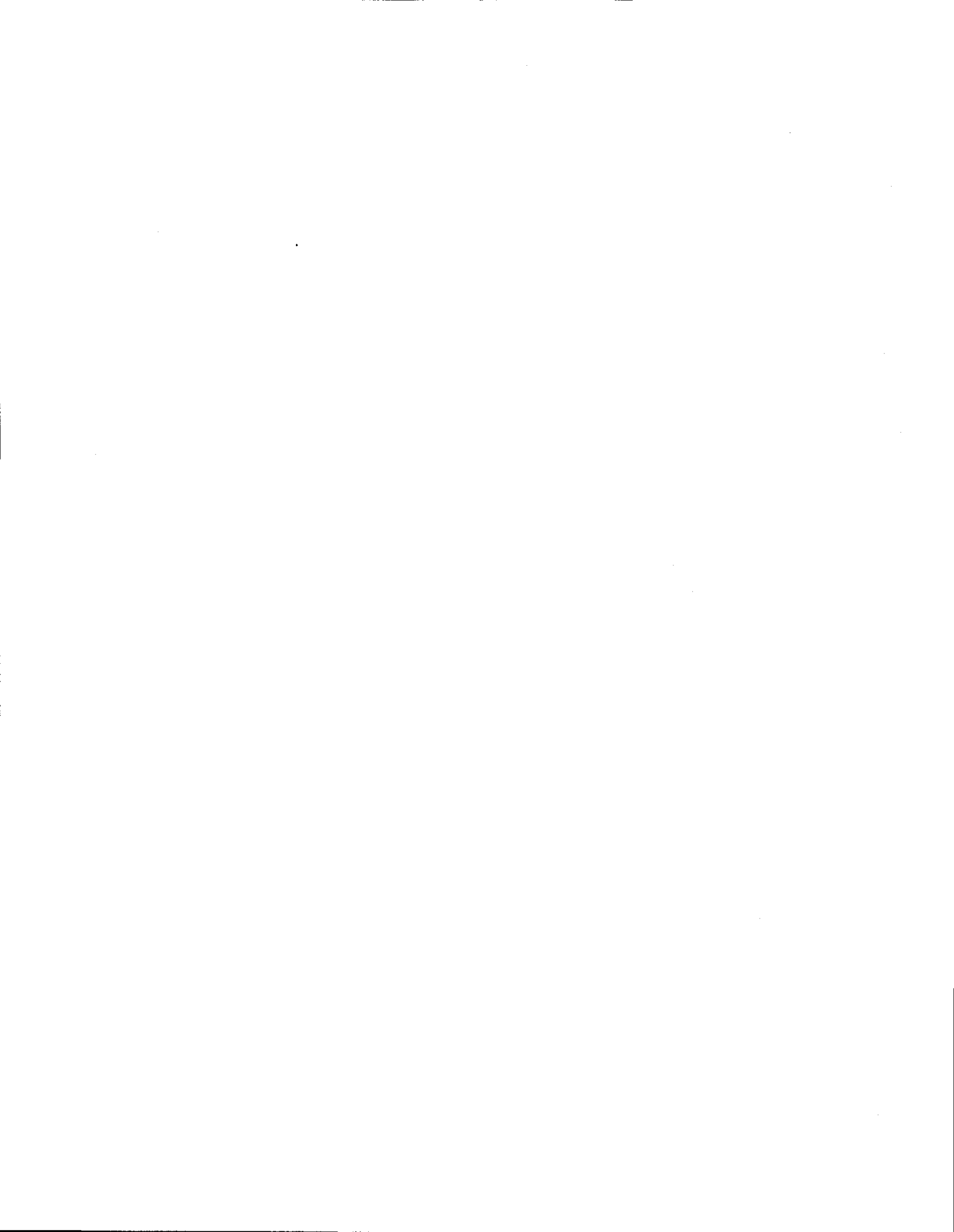
- Clearly communicate class work and homework expectations;
- Teach grade level skills, concepts, and the California Content Standards; I will return student work in a timely manner;
- Regularly communicate with students and parents to support student achievement;
- Strive to be aware of the individual needs of students;
- Provide a safe and positive learning environment for my students.
- Challenge students with rigorous coursework.

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Magee, Pam	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farris, Dylan (Chairperson)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schulte, Penny	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sullivan, Bryan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mullen, Leona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marcos, Michael	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maxwell, Roger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Syed, Shakeel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chen, Lora	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dillard, Opal (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vanech, Victoria (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Miller, Jared (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fien, Pennie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	4	1	3	3

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



BOARD REPORT

3/10/09
14.2b

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

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

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

Moved by:

Seconded by:

Vote:

SCHOOL: El Marino Language 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

El Marino Elementary School

School Name

19-64444-6012678

CDS Code

Date of this revision:

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

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

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

Culver City Unified School District

School District

Superintendent: Dr. Myrna Rivera Cote
Telephone Number: (310) 842-4220
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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 thought.
- the sense family and belonging is integral to our lives.
- everyone has the right to preserve his/her dignity.
- each person has the capacity for goodness.

SCHOOL MISSION STATEMENT

The El Marino Language School staff and community are committed to the principle that all students can become bi-lingual and bi-literate during the elementary school years, while participating in a balanced educational program which recognizes the need for growth in academic, social, physical and psychological skills, knowledge and attitudes. The school climate will support creativity, inquiry, individuality, and mutual respect, as well as develop self-discipline and personal worth, while fostering intrinsic rewards.

III. School Profile

Geographical, social, cultural, educational and economic community base

El Marino Language School (EM), one of five Elementary schools in the Culver City Unified School District (CCUSD), houses the Spanish Immersion Program (SIP) founded in 1971, and the Japanese Immersion Program (JIP), which began in 1992. EM serves 708 students; of these 478 participate in the SIP and 230 participate in the JIP.

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

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

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

relevant information about the school district

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

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

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

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

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

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

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

While English is the primary language of most of our students, we have sixteen home languages, though Spanish and Japanese are the dominant ones. Students of Hispanic heritage generally choose the Spanish Immersion Program (SIP), and students of Japanese heritage and/or primary language choose the Japanese Immersion Program (JIP), but, we have a mix of ethnicities and home languages in both programs. English language learners (ELLs) are 16% of our student population; and additional 20% are Fluent English Proficient speakers of other languages. EM is made up of a rich positive cultural diversity which is one of its most distinguishing features. Parents, students, staff and community members work together to contribute to the school's success.

special categories of students or school staffing

GATE: gifted students who are characterized by above-average performance on measures of intellectual performance. Of the students in grades 3-5 who are eligible to participate in the GATE program, 10% have been identified as gifted. An additional 24 students have been recommended for the program this year based on CST scores. They may excel academically in all subjects or be particularly advanced in one. They may also excel in leadership, drama, art, music, dance or other areas. These students, in general academic classrooms, may have special and academic needs. Our school provides special educational opportunities for this diverse group of students.

Resource Program: service arrangement in which special education is provided to students for portion of the school day. Typically the students is placed in general education classroom and visits the resource room only for short periods or the resource specialist may come to the student's classroom.

El Marino's 33 classroom teachers reflect a recruitment of language acquisition experts from the following countries: Japan, Mexico, Spain, Puerto Rico, Colombia, El Salvador, Argentina, and Chile; all of whom are bilingual/biliterate and most of whom hold bilingual certification. El Marino also benefits from a full-time Physical Education teacher, as well as itinerant Resource, English Language Development, and Speech/Language Specialists. Most teachers have Masters Degrees, and many are currently enrolled in ongoing professional development programs.

school facilities, including technology, library and media resources

Library

The EM Library has 10,543 titles and 12,566 copies. It also has 1,192 titles of textbooks and 9,982 copies of these textbooks. The library is automated with four PC computers. All of the 32 classes get 30 minutes weekly in library. The students, teachers and families receive support curriculum by having access to library materials. The subject areas covered by the school library are:

- Native Americans
- Missions
- Human Body
- Animal Habitats
- Poetry
- Science Fair/project references
- Instruction on how to use the Dewey Decimal System
- Instruction on using an Encyclopedia
- Instruction on using Internet for searches

Technology

EM is integrating technology with the core curriculum, while continually upgrading hardware/software, and supporting appropriate technology training for teachers. From their classrooms, teachers can communicate with individual parents through e-mail or post homework on their web site. They can access all students' work done on Lab computers via the central 'server'- a memory bank that can be accessed by every school computer that has internet access.

The computer lab is equipped with Macintosh computers, and staffed with a full-time computer lab technician who serves all classes and works with all teachers to integrate technology in the classroom. All classrooms have Macintosh computers and printers. Teachers utilize classroom computers for word processing, record keeping, internet research, and E-mail communication with colleagues and parents, while students use them for center activities. All classes have weekly access to the computer lab, 30 minutes for grades K-3 and 45 minutes for 4th-5th grade students. 5th grade students have additional time to create and edit their bimonthly newsletters.

All classrooms have an overhead projector and a CD/tape cassette player. All upper-grade classroom share wall-mounted TV/VCR/DVD units and other classes share multimedia carts.

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

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

SPRING 2008 DATA- OVERVIEW AND CONCLUSIONS

El Marino Language School historically has scored high in standardized testing, which indicates that the content learned by our students in the target languages of Spanish or Japanese does transfer to English academic achievement. Our API score of 903 is well above the 800 goal set by the State of California. Upon examining the performance of various groups of students, we have discovered an achievement gap. While our white students' API was 940 and our Asian students' API was 931, our Hispanic students' API was 830. In 2008, our API scores reflected a 10-point growth for white students, a 2-point growth for Asian students, and a 23-point decrease for Hispanic students. Like last year, we did not receive API scores for our African-American students or our Socioeconomically Disadvantaged students because their numbers were not high enough for analysis as a subgroup, nor was an API specifically computed for English Learners. However, these three groups of students comprise a significant portion of the lower scoring subgroups.

In reviewing our Single Plan for Pupil Achievement, we analyzed specific standardized test data. We reviewed improvement objectives targeted at closing the achievement gap between our white and Asian students and our Hispanic, African-American, low socioeconomic and English Learner students. While some of these groups do not comprise statistically significant numbers of students, we decided to continue to write goals targeting their progress in an effort to leave no child behind.

The No Child Left Behind Act of 2000 set a goal to have 100% of students scoring at proficient or advanced levels on the California Standards Test by 2014. Therefore, in formulating objectives for improvement, we considered the percentages of students scoring at proficient or advanced levels in 2007. We wrote our objectives based on moving students from far below basic, below basic and basic categories of achievement on the California Standards Test to the proficient and advanced categories.

We continue to be more successful in closing the gap for Mathematics than for English Language Arts. We also continue to be concerned about the logical possibility of achieving our English Learner benchmarks, since the students who are successful are reclassified out of the sample. We are including data on the achievement of ELs and former ELs to see what percentage of the original EL population is achieving proficiency – see overview on following page. Looking at data in this way should be more meaningful.

B. Surveys

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

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

C. Classroom Observations

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

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

D. Student Work and School Documents

Local Measures of Student Performance:

- CCUSD Benchmark Assessments, provided by Galileo
- CCUSD timed math assessments
- Open Court chapter tests
- Open Court writing assessments
- CCUSD reading fluency assessments
- Site-designed reading fluency assessments in the target languages
- Other curricular assessments as appropriate in Science, Social Studies, Health

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

EM's success is indicated by awards in four main areas: academics, the arts, language-learning and teacher dedication. In 2008 EM was designated a California Distinguished School for its commitment to academic excellence. From our 2000 designation as a California Distinguished School, we are one of only 7 schools that were also recognized for Excellence in Arts Education, reflecting the depth and scope of our Fine Arts program. In 2001 EM received the Blue Ribbon National Award for being one of the best schools in the country.

Since language acquisition is at the heart of EM's mission, we are especially proud of honors in this area. In 2008 the Japanese Language Program was awarded a 5-year, \$1.4 million federal Foreign Language Assistance Program (FLAP) grant, which will be used to improve the K-12 Japanese program. The JLP Project was one of eight awards nationwide and the only program funded in California.

EM students, parents, and teachers work in partnership with community members representing government, private, and non-profit agencies, to realize our vision of a collaborative, high quality, community-based immersion education. Our parents are heavily involved in fundraising to support our program.

V. Description of Barriers and Related School Goals

SUBJECT AREA: Mathematics

PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES

Group: Students performing at basic or below on CST, and/or below benchmark on classroom and district assessments
Performance gap: Mathematics

Essential academic standard(s) to be addressed:
Number Sense 2.0 and 3.0

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

1. Students are not mastering basic number facts
2. Need for additional use of appropriate manipulatives
3. Different learning styles
4. Language interference

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

1. Establish a consistent schoolwide program, incorporating best practices
2. Individual and small group assistance through before or after school math class in English, and/or use of instructional aide*
3. Establish lending library of materials for home use.
4. Purchase appropriate literature and nonfiction books to teach concepts
5. Continued staff development for multiple intelligences and mathematics teaching*
6. Revise pacing to provide introduction and practice opportunities for measurement and geometry earlier in the school year – do not wait until the usual time these units are taught*
7. Continue teaching measurement and geometry at the primary grade levels.
8. Targeted parent education for at-risk – 4th grade, advanced math concepts, factors, algebra/functions, measurement & geometry
9. Teachers review English terminology at the end of each chapter*
10. Devote some computer lab time to computer assisted math operations practice, for upper grades*
11. Notify parents in Grades 1-3 if their students have/have not passed benchmarks for math facts.
12. Purchase additional materials, as identified by grade level teams*
13. Grade level planning for 'best practices' lessons in specific content clusters
14. Targeted parent education for at risk students: place value, 2nd grade.
15. Send summer math packet.
- 16.

*= in progress

SUBJECT AREA: Mathematics

PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES

Group: Performance gap:

English Learners Mathematics

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

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

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

1. Research 'best practices'
2. Establish a consistent schoolwide program, incorporating best practices
3. Purchase grade level appropriate curricular resources – something different for each grade. Purchase a set for each classroom*
4. Implement before and after school math classes*
5. Notify parents in Grades 1-3 if their students have/have not passed benchmarks for math facts.
6. Teachers review English terminology at the end of each chapter*
7. Devote some computer lab time to computer assisted math operations practice, for all grades*
8. Establish lending library of materials for home use.
9. Purchase appropriate literature and nonfiction books to teach concepts
10. Continued staff development for multiple intelligences and mathematics teaching*
11. Revise pacing to provide introduction and practice opportunities for measurement and geometry earlier in the school year – do not wait until the usual time these units are taught*
12. Continue teaching measurement and geometry at the primary grade levels.
13. Targeted parent education for at-risk – 4th grade, advanced math concepts, factors, algebra/functions, measurement & geometry
14. Establish parent education program
15. Send summer math facts information and packet

*= in progress

SUBJECT AREA: English Language Arts
PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES

Student groups performing below performance standards:

Group: Performance gap:

Students performing at basic or below on CST, and/or below benchmark on classroom and district assessments
English Language Arts

Essential academic standard(s) to be addressed:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material.

3.0 Literary Response and Analysis

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

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

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

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

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

SUBJECT AREA: English Language Arts
PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES

Student groups performing below performance standards:

Group: Performance gap:
English Learners
English Language Arts

Essential academic standard(s) to be addressed:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Students understand the basic features of reading.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material.

3.0 Literary Response and Analysis

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

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

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

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

1. Teach reading strategies*
2. Develop an SIP curriculum that is tied to English Language Arts standards
3. Implement instructional strategies for teaching academic vocabulary and fluency; teach 'how to read questions' [explicit vs. implicit]*
4. Individual and small group assistance through before or after school reading class, and/or use of instructional aide*
5. Develop home to school communication regarding grade level expectations and standards.*
6. Provide buddy reading with cross-aged tutors[*a few classes only]
7. Implement literature circles at appropriate grade levels*
8. Establish lending library of materials for ho

SUBJECT AREA: English Language Arts
PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES

Student groups performing below performance standards:

Group: Performance gap:
Students from lower socioeconomic group English Language Arts

Essential academic standard(s) to be addressed:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Students understand the basic features of reading.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material.

3.0 Literary Response and Analysis

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

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

1. Lack of regular and consistent reading practice
2. Lack of home to school communication and accountability
3. Lack of English or primary language reading at home [role models]
4. Excessive television viewing at home

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

1. Develop an SIP curriculum that is tied to English Language Arts standards
2. Individual and small group assistance through before or after school reading class, and/or use of instructional aide*
3. Develop home to school communication regarding grade level expectations and standards. Provide accountability by implementing home reading. Send grade level passages to be timed at home on a weekly or monthly basis*
4. Provide buddy reading with cross-aged tutors
5. Implement literature circles at appropriate grade levels
6. Establish lending library of materials for home use*
7. Provide parent education
8. Offer Family Literacy Night(s)
9. Provide professional development for teachers*

SUBJECT AREA: English Language Arts

PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES

Student groups performing below performance standards:

Group: Performance gap:

Students performing at basic or below on CST, and/or below benchmark on classroom and district assessments

Written & oral conventions

Essential academic standard(s) to be addressed:

Written & Oral English Language Conventions of Standard English

Students write and speak with a command of Standard English conventions appropriate to this grade level

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

1. Immersion schedule with compressed English language time means less time to spend on these skills in English
2. Late introduction of English literacy in Spanish Immersion program
3. Lack of consistent English curriculum focus across classrooms and through grades
4. Lack of home support for English literacy

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

1. Develop an SIP curriculum that is tied to English Language Arts standards
2. Collect data on English writing conventions instruction from each classroom*
3. Continue to analyze data; determine appropriate time allocations for elements of English literacy instruction by grade level; articulate between grade levels; consider Daily Language Review [DLR]*
4. Share ideas to improve spelling instruction.
5. Elicit parent support for practice at home*
6. Individual and small group assistance through before or after school class, and/or use of instructional aide*
7. Establish parent education program
8. Offer Family Literacy Night(s)
9. Provide professional development for teachers.*
10. Consider ways to compensate for late introduction of English, for example, summer packets between 1st and 2nd grade, and 2nd and 3rd grade.
11. Targeted parent education for at-risk students on tested writing strategies and conventions – grades 2, 3 and 4.

SUBJECT AREA: English Language Arts
PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES
Student groups performing below performance standards:
Group: Performance gap:
English Learners
Writing conventions

Essential academic standard(s) to be addressed:
Written & Oral English Language Conventions of Standard English
Students write and speak with a command of Standard English conventions appropriate to this grade level.

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

1. Immersion schedule with compressed English language time means less time to spend on these skills in English
2. Late introduction of English literacy in Spanish Immersion program.
3. Lack of consistent English curriculum focus across classrooms and through grades
4. Lack of home support for English literacy.

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

1. Develop an SIP curriculum that is tied to English Language Arts standards
2. Collect data on English writing conventions instruction from each classroom*
3. Analyze data; determine appropriate time allocations for elements of English literacy instruction by grade level; articulate between grade levels*
4. Elicit parent support for practice at home*
5. Individual and small group assistance through before or after school reading class, and/or use of instructional aide*
6. Establish lending library of materials for home use*
7. Develop parent education program
8. Offer Family Literacy Night(s)
9. Provide professional development for teachers.*
10. Share ideas to improve spelling instruction

SUBJECT AREA: English Language Arts
PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES
Student groups performing below performance standards:
Group: Performance gap:
Students from lower socioeconomic group Writing conventions

Essential academic standard(s) to be addressed:
Written & Oral English Language Conventions of Standard English
Students write and speak with a command of Standard English conventions appropriate to this grade level

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

1. Lack of help at home for literacy
2. Lack of resources at home for literacy

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

1. Elicit parent support for practice at home*
2. Individual and small group assistance through before or after school class, and/or use of instructional aide*
3. Establish lending library of materials*
4. Develop parent education program
5. Offer Family Literacy Night(s)
6. Provide professional development for teachers.*

SUBJECT AREA: SCIENCE
PERFORMANCE IMPROVEMENT TARGET/OBJECTIVES
Student groups performing below performance standards:
Group: Performance gap:
Students performing at basic or below on CST, and/or below benchmark on classroom and district assessments
4th Grade Earth Science
4th Grade Physical Science
5th Grade Life Science

Essential academic standard(s) to be addressed:

4th Grade Earth Science – landforms, rocks, erosion, composition of the Earth

4th Grade Physical Science – circuits, magnetism, matter

5th Grade Life Science – the body, plants, reproduction of plants

Conclusions from data and possible underlying causes of low performance of this group:
Science is in Spanish and Japanese but tested in English

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

1. 4th grade circuits presentation with Dr. Moldwin through NASA grant
2. Hands-on experiments (easy, inexpensive and teacher-friendly)
3. Science Room for experiments
4. Purchase additional curricular resources
5. Professional development for teachers at all grade levels
6. Articulation between 4th and 5th grade
7. Review standards, plan stan

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL # 1

(Based on conclusions from Analysis of Program Components and Student Data pages)

School Goal #1: Mathematics

1. The percentage of 2nd grade students performing at proficient or advanced in mathematics on the California Standards Test will increase from 84% in 2006 to 86% in 2007 and increase by 2% each year thereafter. (Target met [88%]. New target 90% for 2009.)
2. The percentage of 3rd grade students performing at proficient or advanced in mathematics on the California Standards Test will increase from 85% in 2006 to 87% in 2007 and increase by 2% each year thereafter. (Target not met [82%]. New target 91% for 2009.)
3. The percentage of 4th grade students performing at proficient or advanced in mathematics on the California Standards Test will increase from 83% in 2006 to 85% in 2007 and increase by 2% each year thereafter. (Target not met [86%]. New target 89% for 2009.)
4. The percentage of 5th grade students performing at proficient or advanced in mathematics on the California Standards Test will increase from 81% in 2006 to 83% in 2007 and increase by 2% each year thereafter. (Target met (85%). New target 87% for 2009.)
5. The percentage of English Language Learners performing at proficient or advanced in mathematics on the California Standards Test will increase from 48% in 2006 to 53% in 2007 and increase by 5% each year thereafter. (Target exceeded [60%]. New target 63% for 2009.)

Student groups and grade levels to participate in this goal: All students in grades 2-5 English Learners	Anticipated annual performance growth for each group: 2% for each grade level 5% for English Learners
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Means of evaluating progress toward this goal: CST Data Analysis	Group data to be collected to measure academic gains: CST
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SCHOOL GOAL #1

Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Notify parents of students' facts passed/not passed.	November/March	Parent education		SI
Send summer facts info. & packet	June	Curriculum resources	\$4,600	
		Xeroxing	\$3,000	
Review concepts in English at the end of each chapter. Provide instruction in measurement & geometry throughout the school year. Provide lessons addressing different learning styles.	Sept-June			
Purchase appropriate curriculum resources, including manipulatives, literature books and software	Sept-June		\$4,600	SI
Provide individual and small group assistance.	Nov-May	Before & after school program teacher salaries	\$18,750	SI
Provide individual and small group assistance under the supervision of a certificated highly qualified teacher	Sept-June	Instructional aide salaries	\$22,000	SI
Provide parent education	annually	Extra assignment salaries		

(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)

School Goal #2: English Language Arts

1. The percentage of 2nd grade students performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 73% in 2006 to 76% in 2007 and increase by 3% each year thereafter. (Target not met [77%]. New target 82% for 2009.)
2. The percentage of 3rd grade students performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 65% in 2006 to 68% in 2007 and increase by 3% each year thereafter. (Target not met [57%]. New target 74% for 2009.)
3. The percentage of 4th grade students performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 54% in 2006 to 57% in 2007 and increase by 3% each year thereafter. (Target far exceeded [86%]. Keep target 63% for 2009.)
4. The percentage of 5th grade students performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 74% in 2006 to 77% in 2007 and increase by 3% each year thereafter. (Target not met [79%]. New target 83% for 2009.)
5. The percentage of English Language Learners performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 17% in 2006 to 27% in 2007 and increase by 10% each year thereafter. [Remember that this is not a statistically significant number of students. Therefore, a few students can comprise a large percentage of students.] (Target not met [29%]. New target 47% for 2009.)
1. The percentage of students from socioeconomically disadvantaged backgrounds performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 47% in 2006 to 52% in 2007 and increase by 7% each year thereafter. [Remember that this is not a statistically significant number of students. Therefore, a few students can comprise a large percentage of students.] (Target not met [56%]. New target 66% for 2009.)

Student groups and grade levels to participate in this goal: Students in grades 2-5 English Learners Economically Disadvantaged Students	Anticipated annual performance growth for each group: 3% 10% 7%
Means of evaluating progress toward this goal: CST Data Analysis	Group data to be collected to measure academic gains: CST

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
Teach reading strategies Teach 'reading the question' Provide practice in independent reading comprehension tasks	Sept-June	Staff Training Release time / Substitutes Conference attendance Curricular resources	\$2,600 \$1,500 \$4,600	SI
Provide individual and small group assistance under the supervision of a highly qualified teacher	Sept-June	Instructional aide	\$22,000	SI
Provide individual and small group extended learning opportunities.	Nov-May	Before & after school program teacher salaries	\$18,720	SI
Maintain school-wide silent reading. Encourage home reading.	Sept-June			
Provide parent education Offer Family Literacy Night(s) Provide summer packets	annually	Extra assignment Repro	\$2,960	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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3

(Based on conclusions from Analysis of Program Components and Student Data pages)

School Goal #3 Written and Oral English Language Conventions

1. 2nd grade students' average percentage of correct responses on the CST for written and oral conventions will increase from 75% in 2006 to 78% in 2007 and increase by 3% each year thereafter. (Target not met [73%]. New target 84% for 2009.)
2. 3rd grade students' average percentage of correct responses on the CST for written and oral conventions will increase from 74% in 2006 to 77% in 2007 and increase by 3% each year thereafter. (Target not met [73%]. New target 77% for 2009.)
3. 4th grade students' average percentage of correct responses on the CST for written and oral conventions will increase from 77% in 2006 to 80% in 2007 and increase by 3% each year thereafter. (Target not met [73%]. New target 86% for 2009.)
4. 5th grade students' average percentage of correct responses on the CST for written and oral conventions will increase from 82% in 2006 to 85% in 2007 and increase by 3% each year thereafter. (Target not met [78%]. New target 91% for 2009.)
5. The percentage of 4th grade students scoring a 6 or an 8 on the STAR Writing Test will increase from 32% in 2006 to 37% in 2007 with an increase of 5% each year thereafter. (Target exceeded [67%]. Keep target 49% for 2009.)
6. 2nd grade EL (English Learner) students' average percentage of correct responses on the CST for written and oral conventions will increase from 52% in 2006 to 55% in 2007 and increase by 3% each year thereafter. (Target far exceeded [75.9%]. Keep target 61% for 2009.)
7. 3rd grade EL students' average percentage of correct responses on the CST for written and oral conventions will increase from 48% in 2006 to 51% in 2007 and increase by 3% each year thereafter. (Target not met [40.2%]. New target 57% for 2009.)
8. 4th grade EL students' average percentage of correct responses on the CST for written and oral conventions will increase from 59% in 2006 to 62% in 2007 and increase by 3% each year thereafter. (Target not met [48.1%] - reflects a low student sample. New target 68% for 2009.)
9. 5th grade EL students' average percentage of correct responses on the CST for written and oral conventions will increase from 66% in 2006 to 69% in 2007 and increase by 3% each year thereafter. (Target not met [48.2%] - reflects a small student sample. Keep target 75% for 2009.)
10. 2nd grade socioeconomically disadvantaged students' average percentage of correct responses on the CST for written and oral conventions will increase from 62% in 2006 to 65% in 2007 and increase by 3% each year thereafter. (Target exceeded [70.9%]. New target 71% for 2009.)
11. 3rd grade socioeconomically disadvantaged students' average percentage of correct responses on the CST for written and oral conventions will increase from 62% in 2006 to 65% in 2007 and increase by 3% each year thereafter. (Target not met [56.2%]. New target 71% for 2009.)
12. 4th grade socioeconomically disadvantaged students' average percentage of correct responses on the CST for written and oral conventions will increase from 64% in 2006 to 67% in 2007 and increase by 3% each year thereafter. (Target met [74.5%]. Keep target 73% for 2009.)
13. 5th grade socioeconomically disadvantaged students' average percentage of correct responses on the CST for written and oral conventions will increase from 74% in 2006 to 77% in 2007 and increase by 3% each year thereafter. (Target not met [71.4%]. New target 83% for 2009.)

Student groups and grade levels to participate in this goal:

Students in grades 2-5

English Learners

Economically Disadvantaged Students

Anticipated annual performance growth for each group:

3%, 5% for STAR Writing

3%

3%

Means of evaluating progress toward this goal:

CST data analysis

Group data to be collected to measure academic gains:

CST

SCHOOL GOAL #3

Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Establish consistent schoolwide plan for English literacy instruction. Provide professional development Share ideas to improve spelling instruction.	Sept-June	Release time/Subs Staff Training Curricular resources	\$1,500 \$2,600 \$4,600	SI
Provide individual and small group assistance.	Sept-June	Instructional aide salaries Before & after school program teacher salaries	\$22,000 \$18,700	SI

Elicit parent support for home practice	Sept-June	Parent Workshops		
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- (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) School Goal #4: Science	
Objectives: Science testing for 5th graders has recently been added to STAR. Students took a field test in spring 2004 and took the test for the first time in spring 2005. Although administered only to 5th graders, the testing is based on standards taught throughout the grades. Staff has analyzed the curriculum and determined the need for additional professional development and curricular resources to strengthen the teaching of science. Student performance data for this area will be available in subsequent years.	
1. The percentage of students (5th grade) scoring proficient or advanced on the California State Standards Test will increase from 63% in 2006 to 68% in 2007 with a 5% increase each year thereafter. (Target far exceeded [87%]. Keep target 77% for 2009.)	
Student groups and grade levels to participate in this goal: 5th Grade Students	Anticipated annual performance growth for each group: 5%
Means of evaluating progress toward this goal: CST data analysis	Group data to be collected to measure academic gains: CST Science

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
Purchase and utilize appropriate curriculum resources	Sept-June	Curriculum resources	4,600	SI
Strengthen instructional program for Science	Sept - June	Staff Training		outside sources - UCLA partnership

(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) School Goal #5: Spanish and Japanese Language Arts	
El Marino Language School has unique needs because of our language immersion program. For most of the school day in the primary grades, and close to half the school day in the upper grades, instruction is in the target language – Spanish or Japanese. Research demonstrates that most skills taught in target language do transfer to English. Therefore, there is a need for high quality instruction and curricular resources in target language. The Japanese Immersion Program has developed a K-5 curriculum for Japanese Language Arts; a committee of teachers revised this curriculum during 2003-2004. The committee also developed assessment rubrics in all areas. The Spanish Immersion Program is currently engaged in a similar process, with a draft curriculum currently being revised.	
Objective: Each year, 70% of students in grades K-5 will make adequate yearly progress on target language proficiency goals, as measured by advancing one Target Language Development (TLD) level per year.	
Student groups and grade levels to participate in this goal: Students in grades K - 5	Anticipated annual performance growth for each group: 1 TLD level per year
Means of evaluating progress toward this goal: performance assessments in listening, speaking, reading and writing in target languages	Group data to be collected to measure academic gains: Locally designed target language assessments

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 and utilize appropriate curriculum resources		Classroom assessments Report cards – El Marino supplement Staff training	4,600 2,600	SI
Improve target language vocabulary and conceptual development by integrating technology into learning		LCD projectors Document Cameras	8,300	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	450	456	458	161	165	168	44	37	36	123	124	123
Growth API	906	905	903	937	929	940				944	930	931
Base API	897	904	905	932	935	930				934	942	929
Target	A	A	A	A	A	A				A	A	A
Growth	9	1	-2	5	-6	10				10	-12	2
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Number Included	114	117	112	41	55	55	51	50	52	17	9	18
Growth API	844	853	830									
Base API	825	842	853									
Target	A	A	A									
Growth	19	11	-23									
Met Target	Yes	Yes	Yes									

Appendix A - School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	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%	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	99
Number At or Above Proficient	336	341	342	138	140	142	27	25	23	99	101	97
Percent At or Above Proficient	74.7	74.8	74.7	85.7	84.8	84.5	61.4	67.6	63.9	80.5	81.5	78.9
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 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	65	66	65	17	27	21	24	23	29	8	-	8
Percent At or Above Proficient	57.0	56.4	58.0	41.5	49.1	38.2	47.1	46.0	55.8	47.1	-	44.4
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 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	100	100	100	100	100	100	100	100	100	99
Number At or Above Proficient	375	386	389	143	142	150	26	28	30	114	112	117
Percent At or Above Proficient	83.3	84.6	85.1	88.8	86.1	89.3	59.1	75.7	83.3	92.7	90.3	95.1
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 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	100	100	100	100	100	100	100	100
Number At or Above Proficient	84	92	74	28	42	35	27	37	34	9	--	9
Percent At or Above Proficient	73.7	78.6	66.7	68.3	76.4	64.8	52.9	74.0	65.4	52.9	--	52.9
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 Target for Elementary/Middle Schools (2006=26.5%), (2007=26.5%), (2008=37%)
 ** = 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	4	19	10	48	6	29	1	5				21
2			7	41	7	41	3	18				17
3	1	5	6	30	9	45	3	15	1	5		20
4			*****	***	*****	***						3
5			2	40	1	20	2	40				5
Total	5	8	26	39	25	38	9	14	1	2		66

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
Staff members at EMLS meet weekly to discuss achievement data provided by state and local assessments and assure that student needs are being met. Data discussed include: CELDT, CST, CAT-6; STAR Writing; Open Court Assessments, Math Assessments, and Galileo/ATI Interim Assessments.
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
At EMLS, student progress is identified by multiple assessment measures, including district-wide standards-based benchmark assessments, grade-level common formative assessments, authentic assessments (student portfolios, performance assignments) and teacher observation. Qualitative data and quantitative data are collected, analyzed and considered during grade-level meetings and Leadership Team meetings. Accelerated material is provided to students who have met their benchmark goals and require additional challenges. Students not meeting grade-level standards are provided targeted small group instruction, differentiated activities, modified assignments and other immediate interventions during the day. They are also provided specialized writing and math classes after school, which are funded through resources that support the goals in the Single School Plan (SSP).

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
All staff are highly qualified per NCLB guidelines.

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

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
All staff are trained to use state-adopted instructional materials.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
El Marino Language School has unique needs because of its language immersion program. Research demonstrates that academic concepts and skills taught in the target language do transfer to English (Krashen, Hakuta); therefore, there is a need for high quality instruction in the target language program, as well as in English. Based on an analysis of student performance data and teacher needs, our Single School Plan (SSP) has identified ongoing professional development efforts that support student mastery of target language standards. These target language standards are developed in conjunction with the California Foreign Language Framework (2003), National Foreign Language Standards (1996), and State content standards for each grade level. Understanding the importance of academic success for our students, EMLS teachers have taken the initiative to map the target language curriculum and have matched it to the state content standards.

In addition to target language acquisition, two additional areas of focus within the SSP address strengthening our teaching of non-transferable English skills and developing content expertise in science. These targeted areas were identified after analyzing CST scores and the instructional program and listening to teachers reflect on their practices. For example, in analyzing our 5th grade science achievement data from 2005 and 2006 scores, as well as the state standards and the available curriculum, our staff determined the need for additional professional development to strengthen the teaching of science. Teachers across the grade levels met with Professor Mark Moldwin, of the UCLA Department of Earth and Space Sciences, who helped our teachers to map the science standards, and plan instruction to incorporate more science into the day. As a result of this focused schoolwide effort, 5th grade science scores have increased each year, from 58 percent in 2005 to 78 percent of our students scoring at the proficient and advanced levels in 2007.

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

In our efforts to meet the needs of all students, EMLS staff members have engaged in a wealth of self-generated professional development activities designed to improve teaching practices, content knowledge and professional collaboration. Teacher teams have attended trainings on sheltered-language methodologies for CLAD/BCLAD certification, Los Angeles County Office of Education (LACOE) Standards-based Spanish Language Arts workshops, The Center for Advanced Research on Language Acquisition (CARLA) Immersion Conference, California Association for Bilingual Education (CABE) 2-Way Immersion Conference, Marcy Cook math workshops, California Science Teachers Association (CSTA) conference, Computer Using Educators (CUE) conference, Rick Morris workshops on classroom management, and Orff-Schulwerk Music and Movement teaching methodology.

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

Along with selecting research-based professional development activities based upon the identified needs in our SSP, our EMLS staff is actively engaged in all District-led initiatives. Additionally, the Culver City Unified School District has identified as its key instructional focus the development of a standards-based local accountability system. With last year's initial implementation of an on-line, standards-based periodic benchmark assessment for all students in grades 1 – 12, CCUSD moved decidedly in the direction of the latest efforts in data-driven instruction. Key personnel at our school site attended six days of professional development by WestEd, designed to familiarize staff with the Galileo on-line system and to introduce the concept of professional learning communities as the tool necessary to bring about true collaboration and improvement in teaching practices. They are also reading Schmoker's book, *Results Now*, while school administrative staff is currently participating in a district-wide book study using *On Common Ground*, *Du Four*, *Eaker*, and *Du Four's* book about professional learning communities. From implementing standards-based accountability systems schoolwide to applying differentiated instructional strategies in the classroom, from integrating the arts into the core curriculum to using technology to enhance student learning, our teachers receive District training that results in a positive impact on EMLS student achievement. Paraprofessionals receive training on effective instructional strategies through a module-based series of workshops held at the District level.

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

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

To facilitate ongoing instructional support, District-level English Language Development (ELD) Specialists, Resource Specialists, and Teachers-on-Special-Assignment (TOSAs) meet with EMLS staff and administrators in the areas of curriculum, instruction, technology and assessment. They provide afterschool workshops for CCUSD teachers and serve as support providers for new teachers. Along with these teacher mentors, EMLS grade-level teams take the responsibility to assist teachers new to El Marino Language School and assure that they are given every support to adjust to the rigor and challenges of the instructional program. Two of our teachers also serve on the District Peer Assistance and Review (PAR) Committee, ready to assist any CCUSD veteran teacher who requests assistance. The result of these formal and informal supports is a high teacher retention rate.

8. Teacher collaboration by grade level (EPC)

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

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

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
Teachers meet quarterly to analyze essential standards, devise appropriate assessments, plan instruction and professional development to support standards-based instruction.
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
Teachers spend the recommended 2 to 2 and 1/2 hours daily on reading/language arts and 1 hour on mathematics.
11. Lesson pacing schedule (EPC)
Pacing schedules are devised to support the timely instruction of essential standards.
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
Standards-based instructional materials are provided to all students.
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)
State-adopted and standards-aligned materials are used for instruction for all students.

Opportunity and Equal Educational Access

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

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

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

Before going through the special education identification process, EMLS students are provided a wide range of both in-class and out-of-class interventions to support their needs. Within the school day teachers employ small group instruction and individualized attention, as well as targeted instructional materials, such as math manipulatives or audio CDs, to support conceptual learning. Outside the school day, students are offered intervention classes in Math, English Language Development, Reading and Language Arts. Other supports such as summer school and homework clubs are offered by CCUSD for all eligible students.

15. Research-based educational practices to raise student achievement at this school (NCLB)
Academic interventions help students gain proficiency in content standards. Students are referred to before and after school intervention classes such as the morning multiplication club and grade level math or reading classes based on needs established by classroom assessment and CST results. Our committed teachers also give their personal time by offering after school study hall to help individual students with homework or for additional support on concepts taught in class. During the day, flexible grouping and small group instruction can be observed in classrooms to help meet the needs of individual students. All of our teachers have been trained in providing differentiated instruction for our gifted students. Strategies such as compacting, challenge menus, and high Bloom's Taxonomy questions help keep students challenged and stimulated. Teachers team in subjects such as language arts, where student instruction and accountability can be shared amongst grade level teachers. Teachers communicate student achievement using a common rubric and student groupings are kept flexible throughout the year.
16. Opportunities for increased learning time (Title I SWP and PI requirement)
Outside the school day, students are offered intervention classes in Math, English Language Development, Reading and Language Arts. Other supports such as summer school and homework clubs are offered by CCUSD for all eligible students.
17. Transition from preschool to kindergarten (Title I SWP)
Early identification of students deemed at risk often takes place through the CCUSD Office of Child Development preschool programs and through the Special Education Preschool. The learning profile and abilities of special education students are taken into consideration as the special education and general education teachers, parents, administrators and learning specialists meet at transitional IEP team meetings from preschool to kindergarten. Their progress is monitored throughout the years to ensure students are meeting their IEP goals toward meeting grade-level standards.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
El Marino Language School's (EMLS's) mission, to provide a "balanced educational program, which promotes academic, social, physical and psychological growth," underscores our belief that success comes by supporting the whole child. Community stakeholders, staff, and parents work in partnership to ensure that all students have the resources and services needed to support our children's development in all areas.

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

Additionally, our school supports and provides balanced nutrition amongst the students. Breakfast and lunches served in the cafeteria offer a healthy entrée along with a salad bar with fruits and vegetables. A photo of a nutritionally balanced tray is displayed alongside the salad bar to promote awareness. The District-wide Wellness Policy is enforced at EMLS, where classroom celebrations are limited to serving only one sweet food. Many teachers celebrate health and wellness with classroom activities such as making fruit salad, cultural foods such as yakisoba (Japanese noodles) with vegetables grown in the classroom garden, or by making applesauce as the culminating activity in their study of Johnny Appleseed in first grade. Our PTA supports the District Wellness Policy by selling popsicles made only with 100% fruit juice as part of their fundraising efforts every Wednesday after school.

Other programs help to create a socially and emotionally safe environment for all students. By the first week of school, the EMLS School-Wide Discipline Plan and classroom discipline plans are signed and returned by all parents to classroom teachers. Teachers set clear expectations by posting classroom discipline plans and procedures and follow through with positive reinforcement. The District-adopted intervention and prevention curriculum, "Too Good for Violence" (TGFV) and "Too Good for Drugs" (TGFD) help to develop individual assets that promote a positive sense of self and provide the tools to make healthy decisions. These programs reinforce the school's strict anti-bullying policy, which subject students to expulsion for serious acts of harassment. Last year, only one suspension was recorded. Concepts included in TGFV and TGFD programs are emphasized through a school-wide focus on one character trait each month. Students demonstrating these traits are positively acknowledged and are photographed in a monthly school-wide morning assembly. Photographs are publicly displayed in the halls of the school cafeteria. A healthy lifestyle is also encouraged during Red Ribbon Week, when students sign pledges and show their spirit by wearing red. Additionally, staff members recognize individuals displaying positive behavior by awarding them with a gold slip presented at the Monday morning assemblies.

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

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

EMLS has a process in place to regularly and effectively communicate with the entire school community. Informative monthly newsletters are sent home to notify parents of happenings in and around school. Parents and staff members communicate with each other through email, phone calls, handwritten notes, and in-person on formal and informal situations. Each family receives a copy of the PTA Parent Guide, which includes the school calendar indicating important dates. Notices are sent home on paper or electronically from our parent organizations (PTA, ALL-EM, ELAC). Teachers formally meet at least once a year with each parent individually to discuss student progress and goal-setting, so that every student can meet grade-level standards and expectations. Parents of Kindergarten students are invited to attend a Family Picnic at the beginning of the school year where they learn about the various parent support organizations and what they can expect in the years to come.

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

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

All EMLS communications support our efforts to effectively inform parents and the school community about the school program and activities that promote the EMLS vision and goals as stated in the Single School Plan (SSP). Standards are distributed at Back-to-School Night, teachers present grade-level expectations at Standards Night, the EMLS Parent/Guardian/Student Handbook outlines academic and behavioral expectations for students, and School Site Council meetings are advertised and held in the evenings to accommodate working parents. Just as critical as schoolwide general information are our school's efforts to keep parents informed of their child's progress toward meeting grade-level standards. Teachers communicate individualized information to parents through informal afterschool conferencing, phone calls, email messages, letters indicating student progress toward meeting or exceeding interim benchmark objectives, notices of unsatisfactory progress, report cards, and through parent/teacher conferences.

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

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

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

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)
- Our leadership structures provide a multitude of opportunities for parents, staff and community members to work together to advance our school vision. Within each structure are focused efforts to develop certain features of the EMLS vision of bilingualism, biliteracy and multicultural appreciation through a balanced educational program that promotes academic, social, physical and psychological growth. Through the School Site Council (SSC), this decision-making body comprised of five parents, three teachers, one support staff member and the principal, meets monthly to monitor the implementation of the goals to support student achievement in the Single School Plan (SSP) and modify any goals or activities when necessary. All pertinent school decisions are made based on objectives articulated in our SSP.

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

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

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
- The SSC members review both quantitative and qualitative data to ensure that available resources are targeting SSP objectives and EMLS students in most need of support. As a result most of the categorical funding received is allocated to provide targeted intervention to students in reading or math. From after-school writing clubs to the individualized attention of a paraprofessional, students identified by their performance data receive the additional assistance to improve their learning in the classroom.

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$65,975.18
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): ELAP - English Language Acquisition Program	\$957.42
Total amount of state categorical funds allocated to this school	\$66,932.60

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

Total amount of state and federal categorical funds allocated to this school	\$66,932.60
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

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

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

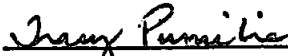
Other (*list*)

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 5, 2009

Attested:

Tracy Pumilia

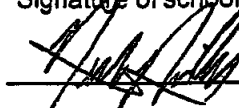
Typed name of school principal


Signature of school principal

1/5/2009
Date

Brent Miller

Typed name of SSC
chairperson


Signature of SSC chairperson

1/5/2009
Date

Appendix E - Home/School Compact

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

Student Pledge:

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

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

Parents Pledge:

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

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

Staff Pledge:

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

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

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Tracy Pumilia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monica Bell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Mejia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Junko Miyagishima	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruth Ann Katz	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caroline Cicero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ruby Keefe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brent Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kathy Paspalis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Richie Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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

3/10/09

14.2c

14.2c Approval is Recommended for Second Reading and Adoption 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 and adoption.

RECOMMENDED MOTION: That the Board approve the revised Administrative Regulation and Board Policy 5144, Students – Discipline.

Moved by:

Seconded by:

Vote:

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)~~ **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 35291.5)** **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. 5144.1 – 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 restrictiondetention.
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

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

Reviewed:

February 3, 1998

Regulation

Reviewed:

February 10, 2009

Regulation

Reviewed and Adopted:

March 10, 2009

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

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

Policy

Reviewed and Adopted:

March 10, 2009

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California

BOARD REPORT

14.2d Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #04-09

Under AR 5144.1(s) a student may have an alternative to an expulsion hearing. A stipulated expulsion is a proposed recommendation to expel presented to the Board of Education that bypasses the hearing process based on agreement of the district and parent/guardian.

All of the following must occur for a stipulated expulsion to be considered:

- a) the facts leading to the recommendation to expel are not disputed, and
- b) the principal and Superintendent's designee believe it is in the best interest of the student, and
- c) parent/guardian and principal agree that it is unnecessary to convene an administrative hearing panel to make a recommendation to the Board to expel, and
- d) the parent/guardian voluntarily agrees to a proposed expulsion order that will be presented to the Board of Education for action.

District Administration recommends that Case #04-09, a 10th grade student at Culver City High School, be expelled from the Culver City Unified School District. The student will be expelled under the terms and conditions of a stipulated expulsion that will remain in effect until January 2010.

RECOMMENDED MOTION:

That the Board approve the Stipulated Expulsion of Pupil Services Case #04-09.

Moved by:

Seconded by:

Vote:

BOARD REPORT

14.2e Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #05-09

Under AR 5144.1(s) a student may have an alternative to an expulsion hearing. A stipulated expulsion is a proposed recommendation to expel presented to the Board of Education that bypasses the hearing process based on agreement of the district and parent/guardian.

All of the following must occur for a stipulated expulsion to be considered:

- a) the facts leading to the recommendation to expel are not disputed, and
- b) the principal and Superintendent's designee believe it is in the best interest of the student, and
- c) parent/guardian and principal agree that it is unnecessary to convene an administrative hearing panel to make a recommendation to the Board to expel, and
- d) the parent/guardian voluntarily agrees to a proposed expulsion order that will be presented to the Board of Education for action.

District Administration recommends that Case #05-09, a 10th grade student at Culver City High School, be expelled from the Culver City Unified School District. The student will be expelled under the terms and conditions of a stipulated expulsion that will remain in effect until January 2010.

RECOMMENDED MOTION:

That the Board approve the Stipulated Expulsion of Pupil Services Case #05-09.

Moved by:

Seconded by:

Vote:

BOARD REPORT

14.2f Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #06-09

Under AR 5144.1(s) a student may have an alternative to an expulsion hearing. A stipulated expulsion is a proposed recommendation to expel presented to the Board of Education that bypasses the hearing process based on agreement of the district and parent/guardian.

All of the following must occur for a stipulated expulsion to be considered:

- a) the facts leading to the recommendation to expel are not disputed, and
- b) the principal and Superintendent's designee believe it is in the best interest of the student, and
- c) parent/guardian and principal agree that it is unnecessary to convene an administrative hearing panel to make a recommendation to the Board to expel, and
- d) the parent/guardian voluntarily agrees to a proposed expulsion order that will be presented to the Board of Education for action.

District Administration recommends that Case #06-09, a 12th grade student at Culver City High School, be expelled from the Culver City Unified School District. The student will be expelled under the terms and conditions of a stipulated expulsion that will remain in effect until June 2009.

RECOMMENDED MOTION:

That the Board approve the Stipulated Expulsion of Pupil Services Case #06-09.

Moved by:

Seconded by:

Vote:

BOARD REPORT

03/10/09

14.3a

14.3a Approval of 2009-2010 Expenditure Reductions

The Board of Education is aware that expenditure reductions of \$1.75 million to \$2 million in Unrestricted and \$1.65 million in Restricted must be implemented for the 2009-10 fiscal year in order for the District to maintain a balanced budget as required by oversight agencies. The items on the Proposed Budget Reduction List were compiled from previous years' lists as well as current stakeholder input from the community, school sites, bargaining units, district administration, the Community Budget Advisory Committee (CBAC) and the Board of Education. CBAC has prioritized the items utilizing a ranking system which uses the score of "1" as the highest priority reduction.

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District identify and approve from the Proposed Budget Reduction List current year expenditure reductions in order to build the 2008-09 ending fund balance, as well as multi-year expenditure reductions for the 2009-10 fiscal year.

Moved by:

Seconded by:

Vote:

Board Report

3/10/09
14.3b

14.3b Change Order Request – Bid #2008.2 - Roof Replacement at Culver City Middle School 3rd Hall

Change Order#2: **Decrease in Contract Amount (Environmental Services, procedure 5, clean up process)**

Contractor: **Best Contracting Services, Inc.
19027 S. Hamilton Ave
Gardena, CA 90248-4408**

Total Change Order
Amount: **(\$24,027.51)**

Purchase Order #: **51803**

Original Contract
Amount: **\$150,006.00**

Previously Approved
Change Orders: **\$ 18,927.57**

Adjusted Contract
Amount: **\$144,906.06**

RECOMMENDED MOTION: That the Board of Education approve the above change order for bid #2008.1 – Roof Replacement at Culver City Middle School 3rd Hall.

Moved by:

Seconded by:

Vote:

CHANGE ORDER

OWNER: Culver City Unified School District Change Order No.: 2
SCHOOL: Culver City Middle School Date: February 19, 2009
PROJECT: Bid Package #2008.1 Roofing of Culver City Middle School 3rd Hall

CONTRACTOR: Best Contracting Services, Inc. Project/Bid No.: 2008.1
ADDRESS: 19027 S. Hamilton Ave Job No.: D0908A
Gardena, CA 90248-4408

DESCRIPTION OF CHANGE:

Decrease in Contract as listed below:

PO #:	Description	Amount
<u>51803</u>	<u>Environmental Services: Procedure 5 – Clean up process</u>	<u>(\$24,027.51)</u>
	Original Contract Amount.....	\$150,006.00
	Previously Approved Change Orders (#1-5).....	\$ 18,927.57
	Amount of this Change Order	<u>\$ (24,027.51)</u>
	CURRENT CONTRACT AMOUNT including this Change Order.....	\$ 144,906.06

Agreed time extension: Calendar days to Milestone No(s): Completion of all sites
Changes in substantial completion dates do not constitute any additional compensation for the contractor or the District.

Any time extension granted on this change order is non-compensable.

REVIEWED BY:

Architect: N/A Date: _____

Project Manager: N/A Date: _____

The Contractor agrees that the adjustment of the Contract Amount and the Contract Time in this Change Order represents the entire and complete adjustment of the Contract Amount and Contract Time for the changes set forth in this Change Order. The adjustment of the Contract Amount includes without limitation all direct costs of labor, materials, services and equipment to complete such changes as well as any and all indirect costs of impacts, delays, interference or hindrances in performing, providing and completing the changes set forth in this Change Order. The adjustment of the Contract Time includes without limitation all adjustments of time necessary to perform, provide and complete the changes set forth in this Change Order and any and all impacts, delays, interference or hindrances in performing, providing and completing the changes. Except for as expressly set forth in this Change Order, there shall be no other adjustment of the Contract Amount or Contract Time for the changes set forth in this Change order.

ACCEPTED BY: _____
Contractor: [Signature]

Anne Tullau
Accounts Receivable Manager

Date: 3/5/09

Owner: [Signature]
(Mike Korgan, Director of Maintenance & Operations)

Date: 3-5-09

Owner: [Signature]
(David El Fattal, Assistant Superintendent Business Services)

Date: 3/5/09

BOARD REPORT

**3/10/09
14.3c**

**14.3c Notice of Completion – Bid #2008.1 -Roof Replacement at Culver City Middle School
3rd Hall**

Company: BEST CONTRACTING SERVICES, INC.
19027 S. HAMILTON AVENUE
GARDENA, CA 9024834-4197

Accept as Complete: 2/19/2009

Funding Source: Deferred Maintenance

Purchase Order #: 51803

Original Contract Amount: \$150,006.00

Change Order #1 \$18,927.57

Change Order #2 (\$24,027.51)

Final Contract Amount: \$144,906.06

RECOMMENDED MOTION

That the Governing Board of Culver City Unified School District accept as complete Bid #2008.1 for the Roof Replacement at Culver City Middle School 3rd Hall Project.

Moved by:

Seconded by:

Vote:

3/10/09
14.4a

BOARD REPORT

14.4a Approval is Recommended for Resolution #22-2008/2009 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by Certificated Employees

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

In order to meet notification deadlines for certificated personnel, the Board must act to direct the Superintendent or designee to determine which employees are to receive notice of layoff as a result of the reduction or discontinuance of particular kinds of service(s). The Superintendent or designee will follow applicable Education Codes and Board Policies in issuing appropriate notices to specific personnel on or before March 15, 2009.

This Resolution relates to the reduction or discontinuance of particular kinds of certificated service by 3.0 FTE'S.

RECOMMENDED MOTION: It is recommended that the Board of Education Approve Resolution #22-2008/2009 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by Certificated Employees.

Moved by:

Seconded by:

Vote: Ayes
 Noes
 Abstain
 Absent

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

RESOLUTION NO. 22

**REDUCTION OR DISCONTINUANCE OF PARTICULAR KINDS OF SERVICE NOW
BEING PERFORMED BY CERTIFICATED EMPLOYEES**

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

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

WHEREAS, it is the opinion of this Board that the following particular kinds of service be reduced or discontinued for the 2009-2010 school year:

- | | |
|---|-----|
| 1. Assistant Director of Welfare and Attendance | 1.0 |
| 2. Assistant Principal, Culver City High School | 1.0 |
| 3. Assistant Principal, Culver City Middle School | 1.0 |

WHEREAS, it is the opinion of this Board that it is necessary by reason of the aforementioned reductions of service to decrease the number of certificated employees by the equivalent of 3.0 FTE employees for the 2009-2010 school year;

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

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

NOW, THEREFORE, BE IT RESOLVED, by the Governing Board of the Culver City School District, that for the 2009-2010 school year, the particular kinds of services to be provided by said District shall be and hereby are reduced to the extent hereinabove set forth.

BE IT FURTHER RESOLVED that due to the reduction or discontinuance of particular kinds of services set forth above, the legal number of employees of the District, pursuant to Education Code Section 44955, not be reemployed for the 2009-2010 school year.

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

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

The foregoing Resolution was adopted by the Governing Board of the Culver City Unified School District on the 10th day of March, 2009 by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

President, Governing Board of the
Culver City Unified School District

I, _____, Clerk of the Governing Board of the Culver City Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on March 10, 2009.

Clerk, Governing Board of the
Culver City Unified School District

BOARD REPORT

3/10/09

15.1

15.1 Discussion Regarding Nominees for the 2009 CSBA Delegate Assembly Election

The Board will discuss nominations for the 2009 California State Boards Association Delegate Assembly.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No Later Than **MONDAY, MARCH 16, 2009**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2009 DELEGATE ASSEMBLY BALLOT
REGION 24
(Los Angeles County)

Number of vacancies: 6 (Vote for no more than 6 candidates)

Delegates will serve two-year terms beginning April 1, 2009 – March 31, 2011

**denotes incumbent*

- | | |
|--|--|
| <input type="checkbox"/> Jan Baird (South Whittier SD) | <input type="checkbox"/> Timothy J. Schneider (Whittier Union HSD) |
| <input type="checkbox"/> Sonya S. Cuellar (Paramount USD)* | <input type="checkbox"/> Arlene Staich (Redondo Beach USD) |
| <input type="checkbox"/> David Montgomery (ABC USD) | <input type="checkbox"/> Ana Valencia (Nowalk-La Mirada USD)* |
| <input type="checkbox"/> Joseph Rivera (El Rancho USD)* | <input type="checkbox"/> Trina L. Williams (Inglewood USD) |

_____ <i>Provision for Write-in Candidate Name</i>	_____ <i>School District/COE</i>
_____ <i>Provision for Write-in Candidate Name</i>	_____ <i>School District/COE</i>
_____ <i>Provision for Write-in Candidate Name</i>	_____ <i>School District/COE</i>
_____ <i>Provision for Write-in Candidate Name</i>	_____ <i>School District/COE</i>

_____ <i>Signature of Superintendent or Board Clerk</i>	_____ <i>TITLE</i>
_____ <i>School District/COE Name</i>	

See reverse side for a current list of all Delegates in your Region.



CSBA

2009 Delegate Assembly Biographical Sketch Form

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted. An electronic copy of this form is available on our web site at <http://www.csba.org/AboutCSBA.aspx>.

SOUTH WHITTIER SCHOOL DISTRICT		
Name: Jan Baird	Contact Phone Number: (562) 944-9308	E-mail Address: jsbaird@aol.com
School District or COE Name	Years on board: 5 years	ADA
CSBA Region/Subregion: 241	Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate?

Please describe your activities/involvement or interests in your local district.

I have lived in the South Whittier School District area for over 20 years. I became very active in PTA, serving as PTA President at the elementary, junior high and high school levels. My three children attended local public schools and now have gone on to graduate from college.

In my five years on the school board I have served as clerk, vice-president and president. I have also served as representative to the Trustee Review Committee of the Pupil Transportation Cooperative and am currently on the Expulsion Review Hearing Committee. My primary goal is to have a good working relationship with my fellow board members and a strong focus on student performance.

Please describe any other education-related activities/involvement.

I took on the role of co-chairman of a school bond initiative, Measure W, in 1998. This bond passed, providing the district with new infrastructure, restrooms and classroom renovations and a new gymnasium and student quad at Graves Middle School.

In 2004 I co-chaired a second bond initiative, Measure I, which funded satellite library/media centers at all the elementary schools and electrical, security and safety upgrades.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I am currently serving as the Government Relations Chair and the Federal Government Relations Chair for my area. Even prior to this, I have regularly lobbied legislators and monitored their voting records on educational matters.

I want to serve as a CSBA Delegate to further my commitment to my role as a school board member and my ability to serve the needs of the children of the South Whittier School District.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected

Jan Baird
Signature

12/28/08
Date



CSBA 2009 Delegate Assembly Biographical Sketch Form

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted. An electronic copy of this form is available on our web site at <http://www.csba.org/AboutCSBA.aspx>.

Sonya S. Cuellar	562-630-5754	scuellar@paramount.k12.ca.us
Name	Contact Phone Number	E-mail Address
Paramount Unified School District	7	16,000
School District or COE Name	Years on board	ADA
CSBA Region/Subregion <u>24 /</u>	Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>4 years</u>

Please describe your activities/involvement or interests in your local district.

I have served as Vice President and currently serving as President for my local school board. I have been an active member of the Reading First Committee and an advocate for local learning centers. I am extremely interested in assuring that our students have quality instruction. I am able to see this for myself as I visit classrooms and attend events.


Please describe any other education-related activities/involvement.

I currently serve as an Elementary School Principal that keeps me abreast of educational issues which assists with my service to the local school community. I have also served as a classroom teacher, Literacy Specialist, and staff development provider. These experiences help me make informed decisions which positively impact instructional programs.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

For the past seven years, I have attended the annual CSBA Conference. Also, through my experience with my local school district, I have had the opportunity to see how CSBA influences and affects school districts. If reelected, I would be dedicated in my service and utilize my educational experiences to impact educational policies and ensure quality education for all.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.


Signature

December 29, 2008
Date

SONYA S. CUELLAR

EDUCATION

Master of Arts in Educational Administration
California State University, Los Angeles

Bachelor of Arts in Liberal Studies
California State University, Dominguez Hills

Associate of Arts in General Education
Cerritos Community College

CREDENTIAL/CERTIFICATE

Preliminary Administrative Service Credential
Clear Professional Multiple Subject Credential
English Supplemental Credential
Reading Recovery
California Early Literacy Learning Coordinator
Extended Literacy Learning Coordinator

EMPLOYMENT

Aug. 2003 – Present	Little Lake City School District Elementary School Principal
Sept. 1999 – Aug. 2003	Little Lake City School District Literacy Coordinator/Coach
Nov. 1997 – Sept. 1999	Paramount Unified School District Literacy Teacher
Jan. 1990 – Nov. 1997	Paramount Unified School District Classroom Teacher

COMMUNITY INVOLVEMENT/MEMBERSHIPS

2001 – Present	Board of Education – Paramount Unified School District
2003 – 2004	President, Board of Education – Paramount Unified S. D.
2002 – 2003	Vice President, Board of Education – Paramount Unified S.D.
	Member of Parent – Teacher Association
	Member of California School Board Association
	Member of Los Angeles County School Trustee Association
	Member of Reading First Committee
	Member of California Reading Association
	Member of International Reading Association
	Member of Association of California Schools Administrator

CSBA ACTIVITIES

Attended CSBA Conference in San Diego, 2001
Attended CSBA Conference in San Francisco, 2002
Attended CSBA Conference in San Diego, 2003
Attended CSBA Conference in San Francisco, 2004



CSBA 2009 Delegate Assembly Biographical Sketch Form

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted. An electronic copy of this form is available on our web site at <http://www.csba.org/AboutCSBA.aspx>.

David Montgomery	562.926.5566 ext. 21162	d1mabc@hotmail.com
Name	Contact Phone Number	E-mail Address
ABC Unified School District	16	20,793
School District or COE Name	Years on board	ADA
CSBA Region/Subregion <u>24</u> / _____	Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? _____

Please describe your activities/involvement or interests in your local district.

I have been a board member in ABC for over 16 years. I have held many positions of leadership on the board including three terms as president. Under my leadership the district has forged a unique and productive Partnership with our local teachers' union, the American Federation of Teachers. This Partnership has enjoyed national and international acclaim. In addition ABC is an active member of the Arts for All Project that provides high quality arts experiences to every student in the district. ABC is the first district in the nation to commit all 29 schools to the Alliance for a Healthier Generation, which joins our district with the Clinton Foundation and the American Heart Association to combat childhood obesity. Finally, we have joined with one of our local cities to create multi-million dollar joint project that will generate substantial revenue to our district for the next 55 years.

Please describe any other education-related activities/involvement.

In addition to being an ABC board member, I am currently a Trustee on the Board of the Southeast Regional Occupational Program (ROP) and have recently been elected as their president for the third time. Our ROP provides a wide array of courses designed to provide a highly academic program for our high school students to explore career and technical education. I have served one term on the Los Angeles County School Association. My district also sponsors our local School Community Task Force. The School Community Task Force is made up of ABC administrators, local law enforcement, probation department, local courts, private schools, the cities we serve, and community-based organizations to foster communication and coordination of services. ABC serves in a position of leadership on the Association of Low Wealth School Districts. ABC has 10 magnet schools and the highest number of California Distinguished Schools in the district's history.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I have attended CSBA conventions for over a decade. We have won a CSBA Golden Bell Award for six of the last seven years and our superintendent has been a CSBA Golden Bell judge for three years. My district has presented many times at the Convention, including the last CSBA Convention in San Diego. I have a keen interest in statewide educational issues and I am closely connected with local assembly member, state senator, and county supervisor. In addition, my district has a strong working relationship with Congresswoman Linda Sanchez. I have vast experience to offer school boards throughout California. I have provided mature leadership through past turbulent times. With my strong relationships with employee groups, local government agencies, community-based organizations, and my personal relationships with local elected officials, I believe I can assist California school boards as they face our current challenges.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

David Montgomery
Signature

12/18/08
Date



CSBA 2009 Delegate Assembly Biographical Sketch Form

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted. An electronic copy of this form is available on our web site at

Name Joseph Rivera	Contact Phone Number 562/214-0074	E-mail Address Rivera4kids@msn.com
School District or COE Name El Rancho Unified School District	Years on board - 3.5	ADA 11,000
CSBA Region/Subregion - 24	Are you a continuing Delegate? <input checked="" type="checkbox"/> -Yes	If yes, how long have you served as a Delegate? 1.5

Please describe your activities/involvement or interests in your local district.

This past year, our school district faced significant challenges with regard to declining student enrollments, shrinking revenue and mid-year budget cuts from the State. These set of issues have created a challenging situation that continues to challenge our district to this very day. Nevertheless, as a Board Member, I have continuously worked diligently towards problem-solving such challenges and to make decisions that were in the best interest of our school district.

As an educator, I continue to value high quality schools that reflect high standards and academic achievement for our community. I actively promote best practices in the area of curriculum and instruction in order to strengthen student learning and achievement in our district. I have worked towards removing barriers to learning while supporting academic excellence into the classroom. Parent and school involvement play a vital role towards student achievement. As a result, school and district activities have been implemented to create greater communication and strengthen parent involvement at their local schools.

Please describe any other education-related activities/involvement.

As an active member in my community, I continue to serve as an Advisory Board Member to various community-based organizations. Additionally, I continue to serve as a Region Director with the Los Angeles County School Trustees Association.

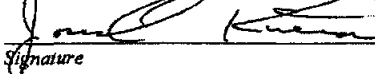
In addition to serving as a School Board member, I am a career educator that brings over 27 years of hands-on working experience in the public school system as a teacher, school psychologist and school administrator.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

As a member of the Delegate Assembly, I had the opportunity to participate and dialogue on educational issues at the Delegate Assembly meeting in Sacramento. Also, on CSBA Legislative Day, I had the opportunity to support and promote legislative items endorsed by CSBA. These experiences have allowed me to interact more closely with my local legislative officials and be able to lobby on issues of education. More importantly, these experiences have furthered my interest in the legislative process and the formation of educational policy.

My interest in continuing to serve on the Delegate Assembly is to continue to bring my hands-on experience as an educator to contribute and help shape the policy platform to advocate for school districts and the needs of the students they serve.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.


1/5/09

 Signature Date



CSBA

2009 Delegate Assembly Biographical Sketch Form

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted. An electronic copy of this form is available on our web site at <http://www.csba.org/AboutCSBA.aspx>.

Timothy J. Schneider	(562) 698-8121, x1001	td.schneider@verizon.net
Name	Contact Phone Number	E-mail Address
Whittier Union High School District	18 South Whittier 1 Whittier Union	13, 472
School District or COE Name	Years on board	ADA
CSBA Region/Subregion 24/	Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate?

Please describe your activities/involvement or interests in your local district.

I have lived and worked in Whittier my whole life. All of my involvement and interests have centered on the needs of our community's young people. I was a Trustee of the South Whittier Elementary School District for 18 years, and I am currently a Trustee for the Whittier Union High School District. I have been an active member in the Whittier Area School Trustee's Association and the Los Angeles County School Trustees Association for 19 years. I have been a member of the Trustee Review Committee for the Pupil Transportation Association for many years.

Please describe any other education-related activities/involvement.

I am a fourth grade teacher in the Whittier City Elementary School District. I have been a member or officer in the Parent/Teacher Association for over 25 years. I have served on numerous committees over the past 25 years. Many of these committees dealt with School Site and District boundaries, student attendance, school budget priorities, student drug and gang prevention activities. I have been involved with the Y.M.C.A. youth programs, Little League and Youth Soccer.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I have been an active member of California School Boards Association for over 19 years. I have attended the yearly State Conferences on a regular basis, and taken part in many California School Boards Association informational and training sessions. I have been an active member of the National School Boards Association for over 19 years, and I have attended the yearly conferences on a regular basis. My active involvement in the California School Boards Association has enabled me to expand my knowledge and involvement in educational issues.

I am interested in serving as a California School Boards Association Delegate so that I may work with fellow School Board members to advocate for our students' interests on a different level.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Timothy J. Schneider
Signature

12/16/08
Date

TIM SCHNEIDER
TRUSTEE OF THE WHITTIER UNION HIGH SCHOOL DISTRICT
RESUME

I have lived in Whittier my whole life. I served 18 years as a Trustee on the Board of the South Whittier Elementary School District, and since 2007, I have been a Trustee on the Board of the Whittier Union High School District.

I have been married for forty years. We have two adult children and two grandchildren, who are or will be attending schools in our local Districts. Our children both graduated from local elementary schools, high schools and colleges. Our son is a teacher and coach at Whittier High School, and our daughter is in business in the Whittier area.

I graduated from Whittier High School in 1964 and from UCLA in 1968 with a Bachelor of Arts Degree in Political Science.

I served honorably in the Army Infantry from 1969 to 1971. After returning from Vietnam, I earned a Juris Doctor Degree from Southwestern University. I earned a Multiple Subject Teaching Credential from Whittier College.

I am a fourth grade teacher in the Whittier City Elementary School District. I teach at the same elementary school that I attended as a child.

I have been involved in the PTA, YMCA, youth soccer and little league. I have also been involved in many educational areas such as school/district budget priorities, attendance boundaries, student drug and gang prevention.

I have been an active member of the California School Boards Association and National School Boards Association for 19 years. I have attended the yearly conferences on a regular basis, and I have also attended many of the California School Boards Association and National School Boards Association informational and training sessions.

My professional responsibilities as a teacher, and my community service as a parent and school board member have always focused on the needs of our community's youth.



CSBA 2009 Delegate Assembly Biographical Sketch Form

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted. An electronic copy of this form is available on our web site at <http://www.csba.org/AboutCSBA.aspx>.

Arlene Staich	(310) 316-2252	arrscreen@aol.com
Name	Contact Phone Number	E-mail Address
Redondo Beach Unified School District	5.5 years	8135
School District or COE Name	Years on board	ADA
CSBA Region/Subregion <u>24</u> / <u> </u>	Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? <u> </u>

Please describe your activities/involvement or interests in your local district.

From 2003-2005, I served as President of the Redondo Beach School Board. I have been involved, for the past 3.5 years, in updating District policies, including the development of the District Wellness Policy. I have been involved with numerous District sub-committees such as Student to Student Harassment Prevention, District Strategic Planning and the Alcohol and Drug Prevention task force.

From 2005- present, I have represented the Redondo Beach Unified School District on the So Cal ROC Board of Education, serving as its president from 2006 to 2007. I have been helping to provide students with greater opportunities to receive ever expanding and relevant Career and Technical Education.

I am interested in the education of the whole child. This includes academic, physical fitness, social and nutritional improvement. I believe in quality teacher retention and a quality staff development program for all. Accountability of all district programs is essential to the delivery of a top notch educational program for the students.

I continually seek alternative school funding sources to off set inconsistent State funding of education. The District recently passed a \$145 million facilities bond with the help of teachers and communities members.

Prior to serving on the Board of Education in Redondo Beach, I was a PTA president and treasurer, President of the South Bay Council PTA and President of the Manhattan Beach Teacher Association. This involvement has included advocacy trips to Sacramento.

Please describe any other education-related activities/involvement.

My 26 years experience as a teacher has helped me understand the many concerns students, teachers and administrators face daily. I was on the high school site counsel and science department chairperson. I was coach of the Academic Decathlon for 6 years and the coach of Science Olympiad for 3 years.

I have been a member of the Redondo Beach Round Table along with the Superintendent of Schools since 2005. The Round Table is a group of selected community members, elected officials and business members which help provide a communication link between all aspects of the City of Redondo Beach. The Round Table selects project to accomplish that will better the City as a whole.

I was on the executive Board of the Redondo Beach Education Foundation as treasurer from 2005- 2008. This group raised thousands of dollars to help provide the children in the District with music, technology and intramural sports.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I am a graduate of the CSBA Masters in Governance courses. I have attended annual CSBA conference along with other CSBA classes on budgeting, Superintendent and Board Self-Evaluation, Proposition 39, the Brown Act, and Special Education to name a few. As a CSBA Delegate, I would be able to expand my responsibilities and become a stronger advocate for the California School Boards Association activities and causes. I will work hard to improve the learning opportunities for all students through development of policies that are effective and useful.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Arlene Staich
Signature

1-4-2009
Date

ARLENE STAICH

Board Member of the Redondo Beach Unified School District

Education:

- Bachelor of Science from Eastern Michigan University, Ypsilanti, Michigan in Mathematics & Physics - 1964
- Extension Courses at UCLA in Physics, Mathematics and Computer Science leading to a California Life Time Standard Secondary Credential in Mathematics and Physics – 1967

Work Experience:

- 2003 – to present—Redondo Beach Board of Education Member
- 2005 – to present – Southern California Regional Occupational Center Board of Education Member
- 2006 – 2007 – President of the Southern Calif. Regional Occupation Center Board
- 2002 – 1998 Science Department Chairperson, taught Physics, Algebra, and Physical Science
- 1998 – 1985 , 1969 – 1973 Teacher of Physics and Mathematics
- 1968- 1969 Mattel Toy Company Statistician
- 1967 – 1968 Teacher of all Mathematics at Yeshiva University High School, Los Angeles
- 1964- 1967 Teacher of Mathematics at Corona High School, Corona, CA

Public Service:

- PTA President, Vice President, Treasurer. PTA South Bay Council President 1987-1990
- Girl Scouts: Brownie Leader 1976-1980, Neighborhood Cookie Chairperson 1980- 1984
- St. Katherine Greek Orthodox Church : Sunday School Teacher – 1976-1988, Sunday School Director 1988-1997
- Redondo Beach Schools: Co-Chair of High School Grad Night 1993, Chairperson “Caught in the Middle” Committee, First Chairperson for Unification of K-12 in Redondo Beach 1991-1992
- President of the Manhattan Beach Teachers Association 1997-1999
- Member – Leadership Redondo Class of 2005
- Member – Redondo Beach Round Table 2005- present
- Member of Board of Redondo Beach Education Foundation as Treasurer 2005- 2008
- Member of Parish Council at St. Katherine Greek Orthodox Church 2001 – present
- CSBA Masters in Governance 2005
- District Policy Committee 2003 -2007
- Redondo Beach School District Wellness Policy Committee – 2005- 2006
- Redondo Beach School District Student to Student Harassment Committee- 2007
- Redondo Beach School District Alcohol and Drug Task force 2008

Arlene Staich

Signature

1-4-2009
Date



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Ana Valencia	(562) 868-0431 ext. 2203	avalen5@aol.com
Name	Contact Phone Number	E-mail Address
Norwalk-La Mirada Unified School District	7	21,347
School District or COE Name	Years on board	ADA
CSBA Region/Subregion <u>24/</u>	Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>5 1/2</u> years

Please describe your activities/involvement or interests in your local district.

Instrumental in non-passage of anti-education propositions since 2000. Supportive of Board Literacy Goal. My interests also include vocational education for those who do not want the traditional college track, college prep courses, English Language Learners, and fixing the NCLB Act.

Please describe any other education-related activities/involvement.

As a member of the CTA State Council on Education, I continue to review and vote on educational legislation that will affect school districts throughout California. I organized and formed the CTA School Board Caucus where educators who are CTA members and serve on school boards have a voice in CTA and meet to discuss issues of interest. I also currently serve as a CTA Service Center Chairperson for my local Association - UTLA/NEA.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

It is truly a privilege to serve on Delegate Assembly. I take my job seriously and feel that it is strong leadership and up-to-date information that are key in making things happen throughout our districts. As a Delegate Assembly member, I continue to work with my peers to strengthen our region's voice for CSBA, as well as vote for strong, caring and innovative CSBA leaders.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Ana Valencia
Signature

1/5/09
Date

Ana M. Valencia
Biographical Sketch
For CSBA Delegate Assembly – Region 24
Seeking Fourth Term

PERSONAL DATA

10925 Maza Street
Norwalk, California 90650
(562) 864-1415
E-mail: avalen5@aol.com

B.A. in Sociology from CSULA, Teaching Credential from National University

NORWALK-LA MIRADA BOARD OF EDUCATION

Elected November 2001,
Re-Elected November 2005
Currently Board Vice-President

Active Member in California School Board Association:
CSBA Delegate Assembly, 2003-Present
CSBA Trade Show – Workshop Presenter, December 2004
CSBA Latino School Boards Assoc. 2002 - Present
LA County Trustees- Board Liaison, 2002-Present

CIVIC/POLITICAL ACTIVITIES

UTLA member, 1997-present

California Teachers Association- State Council on Education (Policy making body):

- State Legislation Committee, 1999-Present
- CTA Service Center Chairperson of UTLA/NEA

Founder & Chairperson of CTA School Board Caucus, 2004-Present

National Education Association, Elected California Rep. on Resolutions Committee (Policy Review Committee), 2000-2005

Woman of the Year - Senator Martha Escutia's 30th Senatorial District, 2005

56th Assembly District Vice-Chair, 2003-2006

Mexican American Political Association- Past Treasurer

Norwalk Lions Club- Member

WORK EXPERIENCE

UTLA Officer- July 1, 2002- Served two terms as UTLA Secretary, presently NEA Vice President

Teacher-5th grade at City Terrace Elementary School in LAUSD- 1996-2002

Center for Human Rights and Constitutional Law- Homeless Youth Project Coordinator- 1994-1996

Covenant House Runaway & Homeless Youth Shelter Case Manager- 1992-1994

Eastlake (Central) Juvenile Hall Alternative Education Department- 1990-1992

CRITICAL ISSUES OF SPECIAL INTEREST

Vocational & ROP Training

Local School Funding

Job Development & Safe Schools

Curriculum and Instruction



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Trina L. Williams	310-954-7653	tlwilliams@inglewood.k12.ca.us
Name	Contact Phone Number	E-mail Address
Inglewood Unified School District	20 months	13,000+
School District or COE Name	Years on board	ADA
CSBA Region/Subregion <u>24</u> / <u> </u>	Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? <u> </u>

Please describe your activities/involvement or interests in your local district.

Over the past 20 months I have worked with at-risk students who were enrolled in the District's Recidivism Program. With counseling and special care, many of these students improved in their behavior and academic performance. I have directed the district staff to look into programs that are more culturally diverse in nature. I tailored my community-based youth mentoring program to accommodate the specific needs of the students within the Inglewood Unified School District. Finally, I have shown, through deed and word, the importance of the performing arts. I am the Board of Directors liaison to the Inglewood Chamber of Commerce Educational Committee, the District's CDC Program, the Measure K Committee, the Los Angeles County School Trustees Association, the Association of California Urban Schools Districts and the City of Inglewood Inter-Governmental Relations Committee.

Please describe any other education-related activities/involvement.

As Vice President of the Inglewood South Bay Branch-NAACP I ensure that the Inglewood Unified School District and our students are well involved in community events, such as the Healthy Steps Health Fair, Community Forum on Secondary Education, and the Love In Action, Back To School Rally. Additionally, our students are active participants in programs that gain national attention, such as the NAACP ACT-SO Program. Additionally, I'm constantly entering our students' names for recognition in events such as the Inglewood-NAACP Freedom Fund Awards Banquet

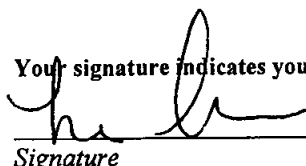
As a member of the 51st Assemblymember's Educational Committee, I participated in the "Closing the Achievement Gap" Educational Forum as Mistress of Ceremonies and co-event planner. I was also the meeting organization for the Community Forum on Secondary Education in which the three major civil rights organizations (NAACP, The Los Angeles Urban League and the Southern Christian Leadership Conference) co-sponsored for the first time in the organizations history.

As the Educational Advisor to the Jonathan Reid Family Rights Coalition, I am in the position to receive first-hand information about supplemental educational grant and program money available to at-risk and out-of-placement students. I also sit on the Board of Directors, as Vice President, of the Great Beginnings For Black Babies Organization. Additionally, I sit on the Steering Committee Board for the Children's Church of ZOE Christian Fellowship of Whittier, in which hundreds of kids are in attendance on a weekly basis. I am also the Co-Director of the Gang Alternative Theatrical Society, Inc.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I have successfully completed CSBA's Masters In Governance Program and have attended the 2008 CSBA Annual Conference. Additionally, I have submitted an application to the CSBA State Governance Relations Advocacy Team in which I will act as liaison between CSBA and the 51st Assemblymember Curren D. Price, Jr. I look forward to joining a team of educational advocates and delegates who will lobby and strongly voice our concerns to State legislators regarding the importance of providing a quality education to the children of the State of California.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.


Signature

1-7-2009
Date