



SCHOOLS TO WATCH – TAKING CENTER STAGE

MODEL SCHOOL – VISITOR’S GUIDE



Culver City Middle School



Designated 2003; Re-Designated 2006, 2009

Culver City Middle School • Culver City Unified School District • Los Angeles County • Jon Pearson, Principal • 4601 Elenda Street, Culver City CA 90230-4101 • Tel 310-842-4200, Fax 310-842-4304 • <http://ccms.ccusd.org/>

2010 School Statistics

(Sources: 2010 API Growth Report; 2010 AYP Report)

Community: Urban fringe of a large city
Enrollment: 1,542
Grade Levels: 6-8
School Schedule: Six-period Mondays; two-hour blocks Tuesdays through Fridays

Student Demographics

- 42% Hispanic/Latino
- 24% White
- 19% African American
- 12% Asian
- 2% Filipino
- 1% Pacific Islander
- 0% American Indian/Alaska Native
- 0% Two or more races

- 42% Free/Reduced Lunch
- 11% English Learners

2009 API Base: 807

2010 API Growth: 829 (up 176 points since 1999-00)

2009 AYP: Met 26 of 33 criteria

(Visit <http://www.cde.ca.gov/ta/ac/ar/index.asp> to view this school's data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence

- Teachers meet regularly to align curriculum to state content standards and share successful instructional strategies during monthly grade level, monthly department, and monthly team (interdisciplinary) meetings.
- Block scheduling provides time for extended, multi-modality learning opportunities four days a week.
- Examples of high quality student work are posted.
- Literacy (writing and reading) is expressed across the content areas including physical education and elective classes.
- AVID (Advancement Via Individual Determination) classes support the college-going atmosphere.
- Intervention and proficiency courses are offered for at-risk reading and mathematics students.
- Students articulate their learning with the culminating eighth grade portfolio presentation.
- Culver City Middle School is a 2001 California Distinguished School.
- Common assessments are used in math.
- District benchmarks are given three times per year in English language arts (ELA) and math.
- Cooperative learning is the norm, and student motivation is high.

(Continued)

Developmental Responsiveness

- A school-wide advisee/advisor program exists.
- Co-curricular activities are offered in orchestra, band, chorus, and drama.
- A counselor for each grade level loops with the class. An at-risk counselor works with low performing students.
- Grade levels are clustered physically for ease of access to classrooms.
- Each grade level is organized into three teams for smaller learning communities to recognize student achievement, effort, character, and citizenship and to create immediate interventions for struggling students.
- Teacher and parent training are offered on developmental assets of adolescents.
- Before school interventions include math, ELA and other “no credit” offerings.
- There is a sixth grade elective wheel; seventh and eighth graders are offered a choice of electives (Teen Life, CPR, advanced computer animation, and foreign language).
- The school has a close association with the Culver City Police Department.

Social Equity

- Student body elections are enacted every year through a constitutional convention simulation that models the elections process.
- Heterogeneous classes with support clusters of resource students are included as much as possible; the school is moving toward a collaborative teaching and learning model.
- Access to technology is available for all students. There are three computer labs; one is an open lab; one is Title one lab. At least one computer is in every class.
- Three grade-level, multicultural festivals are tied to the history curriculum each year.
- AVID is available yearlong and by semester.
- Appreciation and tolerance of diversity through the Too Good for Violence program is presented at each grade level as well as the Roads to Respect program.
- Culver City Youth Health Center is located on campus.
- The adult school is located on campus.
- The school has a close association with the Culver City Police Department.

Organizational Support

- The school has a close working relationship with the district office.
- Strong articulation exists with the elementary and high school.
- Strong communication exists among staff, students, and parents through coffee chats, PACE phone messages and the school Website.
- The teacher/leader culture is comprised of a 20-member leadership team; department heads and team leaders meet once a month.
- Parents are actively involved through the site council, English Learner Advisory Committee, Parent Teacher Student Association, Gifted and Talented Education Advisory Council, and Booster Club.
- The Culver City philosophy is “Don’t retain students.” Interventions are mandatory; tutoring is available based on grades. The school supports English learner clusters and all teachers are CLAD (Crosscultural, Language, and Academic Development) certified.
- The school is developing a standards-based report card.