School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	La Ballona Elementary School	**District Name**	Culver City Unified School District
Street	10915 Washington Blvd.	**Phone Number**	(310) 842-4220
City, State, Zip	Culver City CA 90232-4045	**Web Site**	www.ccusd.org
Phone Number	(310) 842-4334	**Superintendent**	Patricia Jaffe, Superintendent
Principal	Christine Collins	**E-mail Address**	patriciajaffe@ccusd.org
E-mail Address	christinecollins@ccusd.org	**CDS Code**	19-64444-6012694

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

La Ballona's students, teachers, administrators, parents, and community believe that all children can learn and deserve a balanced program of high academic expectations and standards, as well as, social and emotional support. We believe that all students have unique contributions to make to the future and we can prepare students to build skills to implement and pursue their unique contributions as life-long learners and productive citizens of the world.

Our goals include developing citizens that demonstrate respect and understanding of all people and cultures; effective academic and social problem solvers; biliteracy in English and Spanish through the Dual Language Program; and students who are able to apply learned skills and strategies of reading, writing, technology, and mathematics to further their own learning.

In 2009, La Ballona Elementary School launched the Dual Language Program in Spanish and will add a new grade level each year until the program is in Kindergarten through 5th grade. In this program, students learn the basic District curriculum in the target language of Spanish as well as English. Currently there are four classrooms; Kindergarten and 1st Grade. This program is ethnically diverse and 50% of the students come from homes in which the primary language is Spanish. We are totally committed to fostering biliteracy in our students.

Ultimately there will be 2 English Only and 2 Dual Language Program in Spanish at every grade level at La Ballona.

La Ballona stresses high standards of achievement and behavior. Our total school community works together to support students in meeting those standards. La Ballona is committed to creating an environment where all students can feel supported, accepted, encouraged, and successful. We are a California Distinguished School and twice been awarded the Title I Academic Achievement Award. I am proud of our school and programs. . After reading the SARC, please feel free to contact me at any time.

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

The parents in the Culver City Unified School District are involved and interested in the operation of all schools. The Parent Teacher Student Associations assist in fund raising, scholarships, and assuring that communication flows between all schools and community. Parents also serve on the School Site Council, the District Budget Committee, the English Learner Advisory Committees, the Strategic Plan Team Advisory Committee, Curriculum Committees, and number of other individual school site committees. Various business partners sponsor many special events for both students and parents. The Culver City Educational Foundation supports and enhances quality educational programs for every student in the Culver City Unified School District.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	92
Grade 1	114
Grade 2	88
Grade 3	83
Grade 4	62
Grade 5	90
Total Enrollment	529

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	6.4	White	14.9
American Indian or Alaska Native	0	Two or More Races	1.5
Asian	7.9	Socioeconomically Disadvantaged	71.5
Filipino	1.5	English Learners	47.1
Hispanic or Latino	67.5	Students with Disabilities	9.5
Native Hawaiian/Pacific Islander	0.2		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	5	0	0	19.8	5		0	23	0	4	0
1	19.5	4	0	0	19.75	4		0	22.8	2	3	0
2	20.3	3	1	0	20.06		3	0	22	5	0	0
3	20	4	0	0	23.2		3	0	20.8	4	0	0
4	30.7	0	3	0	27.3		3	0	31	0	2	0
5	29.7	0	3	0	29		3	0	30	0	3	0
Other	0	0	0	0								

*   Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Safety Plan was presented to the Board of Education outlining the District's plan and purpose. There are essentially two components: School Climate (strategies to maintain a caring climate) and Physical Environment (attributes of a hospitable environment). The district's priority has: a) updated the individual school plans; b) developed the curriculum requirements in Tolerance education, Safe and drug free education, anti-bullying initiative "Bullying Hurts Inside and Out, and tobacco use prevention; c) updated the physical environment; and d) developed a strategic plan. This plan was presented to teachers and parents in February, 2011. Each site has an emergency plan with a clear set of procedures.

At La Ballona Elementary School, our students in Kindergarten through 5th Grade participate in the Caring School Community program. This is a research-based curriculum designed to create a culture of kindness and respect that permeates each classroom and the school. Students are treated warmly, and staff members, parents and other adults in the school are treated as valued, contributing members of the school community. The key features of this program include: respectful, supportive relationships among students, teachers, and parents; frequent opportunitie for students to help and collaborate with others; frequent opportunities for student autonomy and participation in decision making; with an emphasis on the importance of learning and of behaving humanely and responsibly.

Safe School Plan Goals
LA BALLONA ELEMENTARY SCHOOL 2010-11
ACTION PLAN

School Climate
Goal 1:
At La Ballona, we foster caring relationships between students and noon duty aides and other supervisors on the playground.

Objective:
To help reduce the number of discipline referrals given on the yard by 5% as measured by comparing the number of referrals issued in 2009-10 to those issued in 2010-11 by June, 2011.

Activity:
All noon duty aides at the site will be in-serviced on the concepts and terminology taught to the students in the "Bullying Hurts…Inside and Out" program.

Target date: Fall 2011

Person(s) Responsible:
District in-service trainers for K-5 teachers for "Bullying Hurts   Inside and Out" and Caring School Community Program.

Budget Source: Title IV and TUPE for time to prepare the in-service.

Completed: Yes

School Climate
Goal 2:
La Ballona students are respected and valued as individuals who are positively contributing to our school community.

Objective:
Reduce the number of discipline referrals related to bullying by 10% as measured by comparing the number of discipline referrals issued in 2009-10 to the number issued in 2010-11 by June, 2011.

Activity 1:
Work with all teachers in Kindergarten through 5th Grade to implement Caring School Community program to teach effective strategies for preventing and handling bullying and on instructing students on effective strategies for preventing and handling bullying.

Activity 2:
Host a 5th Grade Parent Night to inform parents about effective strategies for preventing and handling bullying as their child prepares to transition into middle school.

Person(s) Responsible:
Christine Collins, Amy Anderson, 5th grade teachers

Target Date: May 2011

Completed: Yes

Physical Environment
Goal 1:
Make certain all adults and students who enter the school property know that La Ballona Elementary School is a Tobacco Free Campus.

Objective:
Inform all adults and students that this is a Tobacco Free Campus by having Tobacco Free signs with appropriate pictures posted at all entrances to inform all concerned with the consequences of smoking on our campus.

Activity 1:
The campus will be checked to make certain that there are Tobacco Free signs at all entrances requested.

Target Date: Fall 2011

Person(s) Responsible: Principal or designee

Budget Source: N/A

Completed: Yes

Activity 2:
A message will go home in the Principal's Newsletter, and/or beginning of the year letter to inform all adults that this is a Tobacco Free Campus and the consequences of smoking on campus such as "The district's tobacco use policy includes enforcement procedures for visitors on campus, including procedures to direct offending person(s) to leave the school property with the help of law enforcement if necessary. Continued offenses could result in that person being prohibited from being on campus for a specified period of time. If you see any such offenders, please report them to the CCUSD TIP Hotline at (310) 535-2590. Your help in this matter is appreciated."

Target Date: Spring 2011

Person(s) Responsible: Principal or designee

Budget Source: N/A

Completed: Yes

Activity 3:
The Updated District Referral Process will be used with all students who do smoke on campus the contact and documentations will be recorded.

Target Date: Spring 2011 as needed

Person(s) Responsible: Principal or designee

Budget Source: N/A

Complete: Yes

Physical Environment
Goal 2:
Students take pride in keeping our campus a place where recycling is a regular practice..

Activity 1:
The school community will work together to implement a regular recycling program. Two large, clearly labeled recycling bins will be placed outside. One will be near the girl's bathroom across from the cafeteria. The other bin will be placed between Rooms 3 and 4. The following items are appropriate for these recycling bins:
- Paper
- Flattened cardboard
- Plastic bottles
- Glass
- Aluminum cans

Target Date: Spring 2011

Person(s) Responsible: La Ballona staff and community members

Budget Source: N/A

Completed: Yes

Activity 2:
La Ballona Student Council will sponsor a Green Club to educate and support awarenessof the importance of taking care of the environment, not only in school, but at home, in the community and everywhere else in the world. This will be called the La Ballona Green Club.

Target Date: Spring 2011

Person(s) Responsible: students and staff

Budget Source: N/A

Completed: Yes

Suspensions and Expulsions

Rate	School			District		
	2008-09	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**
Suspensions	0.2	3.14	0.57	5.06	5.81	5.35
Expulsions	0	0	0	0.18	0.3	0.01

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

The District provides a safe and clean environment for learning and growing. All sites have adequate classroom space, office facilities, libraries, and computer labs that support the instructional program. All sites have emergency plans in place with procedures for staff and students in case of fire, earthquakes, and other disasters. Emergency drills are held routinely. Staff members supervise all playgrounds during school hours. In order to ensure a safe environment at all sites, district security personnel monitor campuses on a daily basis. Maintenance is an on-going process provided by the district maintenance and operational department. All staff members have identification badges.   This inspection was conducted in October , 2011.

School Facility Good Repair Status (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	26	26	26	297
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

*　High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	0.6	---
Speech/Language/Hearing Specialist	0.6	---
Resource Specialist (non-teaching)	0	---
Other	0	---

*　One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

La Ballona Elementary School uses the ST Math+Music program to supplement the district adopted standards-based mathematics curricular materials. This program develops student's inate ability to visualize and manipulate images - and problems in space and time using Spatial Temporal Reasoning.   Spatial temporal reasoning refers to every person's ability to solve multi-step problems by visualizing components and processes in space and time, recognizing the structure of the problem, and then planning a sequence of steps that overcome the obstacles to arrive at a solution. Because ST Math+Music is non-language based, it is immediately helpful to English Language Learners.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Every student has a textbook.	Yes	0%
Mathematics	Every student has a textbook.	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Every student has a textbook.	Yes	0%
History-Social Science	Every student has a textbook.	Yes	0%
Foreign Language			
Health	Health is integrated into the Science and P.E. Instruction		
Visual and Performing Arts			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$6,179	$1,861	$4,317	$60,427
District	---	---	$4,173	$64,343
Percent Difference: School Site and District	---	---	3%	-2%
State	---	---	$5,455	$66,511
Percent Difference: School Site and State	---	---	-22%	-6%

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
**   **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general fund state funding, Culver City Unified School District receives state and federal categorical funding for the following programs:

State:
- School Improvement Program (SI)
- Economic Impact Aid – Limited English Proficient (EIA/LEP)
- State Class Size Reduction
- State Lottery

Federal:
- Title I, (El Rincon, La Ballona, Lin Howe, Culver City Middle School) - extra support for students at risk of failing
- Title II, Teacher Quality, Staff development, teacher training
- Title III, Limited English Proficient

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,410	$41,284
Mid-Range Teacher Salary	$65,020	$65,173
Highest Teacher Salary	$80,690	$83,460
Average Principal Salary (Elementary)	$97,354	$102,834
Average Principal Salary (Middle)	$99,660	$108,953
Average Principal Salary (High)	$117,636	$118,384
Superintendent Salary	$180,000	$179,397
Percent of Budget for Teacher Salaries	33%	40%
Percent of Budget for Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

* California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

* California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

* California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**
English-Language Arts	54	52	62	58	63	65	49	52	54
Mathematics	69	64	71	53	55	59	46	48	50
Science	67	72	72	59	66	70	50	54	57
History-Social Science	N/A	N/A	N/A	56	63	64	41	44	48

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	65	59	70	64
All Student at the School	62	71	72	N/A
Male	61	71	75	N/A
Female	62	71	70	N/A
Black or African American	86	79	0	N/A
American Indian or Alaska Native				N/A
Asian	80	88	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	55	68	75	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	76	73	75	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	59	68	67	N/A
English Learners	46	58	50	N/A
Students with Disabilities	31	39	0	N/A
Students Receiving Migrant Education Services				N/A

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.2	19.1	24.7

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	6	7	6
Similar Schools	6	6	8

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	**2009-10**	**2010-11**
All Students at the School	26	-1	24
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	28	15	18
Native Hawaiian/Pacific Islander			
Two or More Races	N/D		
Socioeconomically Disadvantaged	32	9	21
English Learners	41	1	25
Students with Disabilities			

*   "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		**LEA**		**State**	
	# of Students	**Growth API**	**# of Students**	**Growth API**	**# of Students**	**Growth API**
All Students at the School	311	843	5,042	835	4,683,676	778
Black or African American	14	898	950	800	317,856	696
American Indian or Alaska Native	0		29	856	33,774	733
Asian	22	924	577	911	398,869	898
Filipino	5		102	908	123,245	859
Hispanic or Latino	225	821	2,048	791	2,406,749	729
Native Hawaiian/Pacific Islander	1		34	850	26,953	764
White	44	887	1,255	892	1,258,831	845
Two or More Races	0		45	897	76,766	836
Socioeconomically Disadvantaged	249	826	2,190	784	2,731,843	726
English Learners	158	803	1,053	746	1,521,844	707
Students with Disabilities	31	667	455	600	521,815	595

Adequate Yearly Progress
The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	25

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determined the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

An Instructional Quality Team and school leadership teams study student achievement, analyze needs, and identify areas for staff development. These identified needs become the focus of professional development for the following year for an ongoing comprehensive staff development program. This program includes district wide assistance to teachers on content standards, curriculum, special needs students, differentiation, EL students, the Alcohol, Tobacco, Other Drugs and Violence program (ATODV), the anti-bullying initiative "Bullying Hurts Inside and Out", Caring School Community program, Technology, paraprofessional training and utilized for discussion on instruction such as classroom management. Professional development days have been utilized for discussion or instruction and assessment. New teachers have attended Los Angeles County workshops and the Beginning Teacher Support and Assessment program (BTSA) offerings.

Teachers at La Ballona Elementary School regularly meet in grade-level teams to analyze District Benchmark Assessments. Teachers work collaboratively to design and implement academic interventions in the classroom to support students who struggle with achieving grade-level benchmarks. Additionally, we use the Success Maker program to deliver individualized instruction designed to fill in achievement gaps for students not meeting benchmarks. This program is conducted 30 minutes, twice a week before and after school in our computer lab.

All teachers participate in monthly professional development provided by CCUSD in math, science and reading language arts. A partnership with UCLA has provided training and funding for science materials. Additional instruction in ways to most effectively implement the enVision math materials have been provided as well. Teacher training in research-based strategies for enhancing instruction in reading and written language have been presented by district administrators as well. At La Ballona, teachers regularly participate in the reading and discussion of research articles about literacy and pedagogy. The staff has participated in a professional book study of Classroom Instruction that Works with English Language Learners by Hill and Flynn.

At La Ballona Elementary School we take very seriously the mandate of legislation to close the achievement gap. It is our goal to work with our students to maximize their potential and instill in them a love of life-long learning. We believe that this is our moral imperative.