

La Ballona Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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 (e.g., the California State Library). 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	La Ballona Elementary School
Street	10915 Washington Blvd.
City, State, Zip	Culver City CA 90232-4045
Phone Number	(310) 842-4334
Principal	Jennifer Slabbinck
E-mail Address	jenniferslabbinck@ccusd.org
CDS Code	19-64444-6012702

District Contact Information	
District Name	Culver City Unified School District
Phone Number	(310) 842-4220
Web Site	www.ccusd.org
Superintendent	David LaRose
E-mail Address	davidlarose@ccusd.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Success for All Takes US All!

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 core District curriculum in the target language of Spanish as well as English. Currently there are ten classrooms that provide the dual language program: Kindergarten-4th grades. This program is ethnically diverse and approximately 50% of the students come from homes in which the primary language is Spanish. The staff is committed to fostering biliteracy.

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. All K-5 classrooms teach the "Caring School Communities" curriculum and the Olweus Anti-Bullying Program. We are a California Distinguished School and have twice been awarded the Title I Academic Achievement Award. Please feel free to contact me at any time!

Opportunities for Parental Involvement (School Year 2012-13)

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 District English Learner Advisory Committees, and a 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.

III. 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	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	62	62	63	65	69	70	54	56	55
Mathematics	71	72	76	59	62	63	49	50	50
Science	72	69	77	70	76	76	57	60	59
History-Social Science	N/A	N/A	N/A	64	67	65	48	49	49

Note: 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	70	63	76	N/A
All Student at the School	63	76	77	N/A
Male	64	79	86	N/A
Female	62	74	67	N/A
Black or African American	71	67		N/A
American Indian or Alaska Native				N/A
Asian	89	100		N/A
Filipino				N/A
Hispanic or Latino	55	73	77	N/A
Native Hawaiian/Pacific Islander				N/A
White	73	80		N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	57	74	80	N/A
English Learners	36	59	36	N/A
Students with Disabilities	47	62		N/A
Students Receiving Migrant Education Services				N/A

Note: 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 2012-13)

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 Web page 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	10.0	22.5	31.2

Note: 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.

IV. 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 Web page 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	2010	2011	2012
Statewide	6	7	7
Similar Schools	8	8	7

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	24	5	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	18	-1	12
Native Hawaiian/Pacific Islander			
White			-3
Two or More Races			
Socioeconomically Disadvantaged	21	3	11
English Learners	25	1	19
Students with Disabilities			

Note: "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 - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	368	853	4,961	859	4,655,989	790
Black or African American	30	851	876	824	296,463	708
American Indian or Alaska Native	0		16	920	30,394	743
Asian	30	954	563	930	406,527	906
Filipino	5		83	886	121,054	867
Hispanic or Latino	237	832	1,951	820	2,438,951	744
Native Hawaiian/Pacific Islander	0		21	838	25,351	774
White	60	880	1,290	906	1,200,127	853
Two or More Races	6		161	890	125,025	824
Socioeconomically Disadvantaged	262	841	2,140	813	2,774,640	743
English Learners	164	823	950	790	1,482,316	721
Students with Disabilities	53	741	501	657	527,476	615

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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

Federal Intervention Program (School Year 2013-14)

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 Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2011-2012
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	75.0

V. School Climate**Student Enrollment by Grade Level (School Year 2012-13)**

Grade Level	Number of Students
Kindergarten	96
Grade 1	87
Grade 2	92
Grade 3	113
Grade 4	87
Grade 5	81
Total Enrollment	556

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	8.2	White	15.8
American Indian or Alaska Native	0.5	Two or More Races	5.0
Asian	9.3	Socioeconomically Disadvantaged	66.3
Filipino	1.4	English Learners	29.7
Hispanic or Latino	64.5	Students with Disabilities	9.7
Native Hawaiian/Pacific Islander	0.2		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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	23	0	4	0	23.8	0	4	0	24		4	
1	22.8	2	3	0	23.3	1	3	0	23		4	
2	22	5	0	0	23.3	2	4	0	23		4	
3	20.8	4	0	0	22.3	3	1	0	23		5	
4	31	0	2	0	27	0	3	0	25		3	
5	30	0	3	0	30	0	2	0	30		3	
Other												

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

School Safety Plan (School Year 2012-13)

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 has two main 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) Provided training and materials to implement the "Caring Schools Community" curriculum in all K-5 classrooms and trained a small core of teachers and parents in the Olweus Anti-Bullying Program; 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. Monthly staff and students are involved in an emergency drill.

At La Ballona Elementary School, our students in Kindergarten through 5th Grade participate in the Olweus Bullying Prevention Program and the Caring School Community program. These are research-based programs 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 these programs include: respectful, supportive relationships among students, teachers, and parents; frequent opportunities for students to help and collaborate with others; frequent opportunities for student autonomy and participation in decision making; an emphasis on the importance of learning and of behaving humanely and responsibly.

Safe School Plan Goals

Safe School Plan Goals

LA BALLONA ELEMENTARY SCHOOL 2011-12

ACTION PLAN

School Climate

Goal 1: At La Ballona, we foster caring relationships between students, teachers, Instructional Aides, as well as 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 2011-12 to those issued in 2012-13 by June, 2013.

Students are currently taught the Caring School Community program. This is a research based curriculum designed to cultivate respectful and supportive relationships among and between students, parents and staff. It provides opportunities for students to collaborate and help. Additionally, it provides opportunities for autonomy, responsibility, and choice. The program's emphasis is on being respectful to others and yourself and making good choices. This program provides specific lessons and activities that integrate community-building efforts across the school day and throughout the school year. All teachers were trained in the fall of 2010 by trainers provided by the Culver City Unified School District.

Activities: All noon duty aides at the site have been in-serviced on the concepts and terminology taught to the students in the Caring School community program. A review of these strategies will be conducted for all stakeholders.

On a regular basis, teachers will implement a strategy called Class Meetings which is a forum for community-building in the classroom and a component of Caring School Community and the Olweus Program. This offers teachers and students a forum for getting to know one another, identifying and solving problems, and making decisions that affect classroom climate.

Target date: 2012-2013 school year

Person(s) Responsible: The site administrator and teachers.

Budget Source: Grant

Completed: ongoing

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 2011-2012 to 2012-2013 by June, 2013.

Activity 1: Work with all teachers on effective strategies for preventing and handling bullying and ways to deliver instruction to students on effective strategies for preventing and handling bullying. A committee of teachers, aides, parents, after school care providers and playground supervisors were trained in the Olweus Anti-Bullying Program in May 2012.

Target Date: Spring 2013

Person(s) Responsible: Site administrator and staff.

Budget Source: n/a

Completed: Ongoing

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 2013

Person(s) Responsible: Principal or designee

Budget Source: N/A

Completed: Yes

Activity 2: 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 2013 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. Recycling bins will also be placed in all classrooms. The following items are appropriate for these recycling bins:

- Paper
- Flattened cardboard
- Plastic bottles
- Glass
- Aluminum cans

Target Date: Spring 2013
 Person(s) Responsible: All La Ballona community members
 Budget Source: N/A
 Completed: ongoing

Activity 2: Continuation of campus beautification through the La Ballona Green Club. The purpose of the La Ballona Green Club is: Members promise to do their personal best in taking care of the environment, not only in school, but at home, in the community and everywhere else in the world.

Target Date: ongoing
 Person(s) Responsible: Ms. Julia Taslimi, site administrator, students and staff
 Budget Source: N/A
 Completed: ongoing

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.57	1%	.55	5.35	5%	4%
Expulsions	0	0	0	0.01	1%	1%

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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
- Description of any needed maintenance to ensure good repair

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 December, 2011.

School Facility Good Repair Status (School Year 2013-14)

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 year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: Spring 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	Stain on ceiling, house plants clutter, restroom messy/clutter - clean and repair.
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	Fire extinguishers blocked, fire exit not blocked but difficult access - unblock extinguishers.
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers**Teacher Credentials**

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	26	22	28	318
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as 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 Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: 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 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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	.5	---
Social Worker	0	---
Nurse	0.4	---
Speech/Language/Hearing Specialist	0.6	---
Resource Specialist	0	---
Other	.5	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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: May 2009

Reading/Language Arts and Content Standards

La Ballona School uses the district adopted kindergarten through fifth grade reading and writing curriculum that follows the California State Content Standards. Each grade level has standards for reading, writing, written and oral English language conventions, listening, and speaking. Students are provided instruction at their grade level with differentiation for those that are struggling or are above grade level. The Culver City Unified School District uses SRA Open Court Reading, 2002 as our reading and language arts core instructional program. Reading and writing are assessed throughout the year using publisher and district benchmark assessments. English Language Development (ELD) is provided to English language learners and instruction targets their English language levels.

Mathematics and Content Standards

Culver City Unified School District uses the adopted kindergarten through fifth grade mathematics curriculum that follows the California State Content Standards. Our math program is EnVision Math through Pearson Learning. In addition, 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 innate 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%
Science	Every student has a textbook.	Yes	0%
History-Social Science	Every student has a textbook.	Yes	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,179	\$1,861	\$4,317	\$60,427
District	---	---	\$4,173	\$63,814
Percent Difference: School Site and District	---	---	3.5	-4.7
State	---	---	\$5,537	\$67,106
Percent Difference: School Site and State	---	---	-20.9	-8.9

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 Web page 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 Web page 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 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist 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:

- Economic Impact Aid – Limited English Proficient (EIA/LEP)
- 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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,509	\$40,928
Mid-Range Teacher Salary	\$63,607	\$64,449
Highest Teacher Salary	\$78,935	\$82,826
Average Principal Salary (Elementary)	\$94,891	\$102,640
Average Principal Salary (Middle)	\$105,836	\$109,253
Average Principal Salary (High)	\$106,834	\$118,527
Superintendent Salary	\$197,426	\$183,968
Percent of Budget for Teacher Salaries	37.7%	39.7%
Percent of Budget for Administrative Salaries	5.6%	5.8%

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

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 determine 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, and data reporting, etc.)?

At La Ballona Elementary School, the school leadership team and grade level Professional Learning Communities study student achievement, analyze needs, identify areas for intervention and/or enrichment, and identify topics for staff development. Over the past several years, a comprehensive staff development program has included site and district wide assistance to teachers on Common Core content standards, Professional Learning Communities, use of assessments such as Common Formative Assessments, data analysis, interdisciplinary curriculum, high engagement strategies (Instructional Quality), special needs students, differentiation, EL students, the Olweus Bullying Prevention Program, Caring School Community program, Technology, paraprofessional training and additional topics impacting instruction, such as classroom management and use of technology. Professional development days have been utilized for discussion and training on 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 Professional Learning Communities to collaborate and analyze formative assessment data. Teachers work together to design and implement academic interventions in the classroom to support students who struggle with achieving grade-level benchmarks.

Whole staff and in Professional Learning Communities, teachers regularly participate in the reading and discussion of research articles about literacy and pedagogy. Teacher training in research-based strategies for enhancing instruction in reading and written language as well as in strategies for working with English Language Learners has been provided by the District as well.

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.