

The Single Plan for Student Achievement

La Ballona Elementary School

School Name

19-64444-6012694

CDS Code

Date of this revision: 1-08-2011

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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Culver City Unified School District

School District

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The District Governing Board approved this revision of the School Plan on February 8, 2011.

The site has agreed to the centralization of Economic Impact Aid to be utilized for site based services.

This plan will be considered valid upon the approval from the Culver City Unified School District's Board of Education. Upon approval, this plan will remain in place for the school year that it was approved, and it will act as an interim plan until a new plan is submitted and approved in the coming school year.

II. School Vision and Mission

DISTRICT MISSION STATEMENT

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

BELIEFS

We believe that:

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

LA BALLONA SCHOOL MISSION STATEMENT

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

BELIEFS

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

III. School Profile

La Ballona Elementary School has a current student population of 529 students in grades Kindergarten through five. Hispanic students make up 71% of the student population; 11% of the students are white; 7% of students are Asian; 4% of students are African American; 7% of students are other ethnicities including multiple. There are 22 general education classrooms, plus a room for ELD resource, speech, and the Resource Specialist Program. The school has a library and a computer lab. La Ballona has a Family Center, staffed by one part time case carrier and a part time social worker. The instructional staff includes a principal, 23 general education teachers (one pair of teachers job share), two special education teachers (job share), one physical education teacher, two P.E. aides, 3 instructional aides, 1 one-on-one special education aide, one ELD resource teacher, one ELD aide, one resource aide, one speech therapist, one library clerk, and one computer lab assistant. La Ballona offers the CCUSD Dual Language Program in Spanish. This year we have two kindergarten and two 1st grade Dual Language classrooms.

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

La Ballona believes in building positive developmental assets in children. We practice progressive discipline with a strong emphasis on teaching appropriate behavior and reinforcing positive choices. All teachers and staff have been trained in an anti-bullying initiative called "Bullying Hurts...Inside and Out!"

La Ballona parents are encouraged to participate in all areas of our school. They serve on curriculum committees, advisory boards (SSC, ELAC, GATE Advisory), participate in PTA, La Ballona Education Partners - Booster Club, attend Partners In Print parent education, Open House, Science and Book Fairs, field trips, International Dinner, tutoring, parenting classes presented by Didi Hirsch Mental Health Services, the Latino Family Literacy Program, materials production, and more. Parents are encouraged to communicate with teachers and the principal at any time.

Equal Access to Core Curriculum

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

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

La Ballona is identified as a school-wide Title I school. At-risk students in grades 2-5 are identified by CST and scores in Reading/Language Arts and Mathematics, and report card grades in reading and math. In Kindergarten and 1st grade at-risk students are identified by performance on district developed benchmarks. At-risk students' academic progress is monitored throughout the year. They receive intervention support from the classroom teacher on a daily basis as well as extended learning times through before and after school classes. La Ballona offers the Success Makers Club which provides intervention in English language arts and mathematics to students who are experiencing challenges in these academic areas. This assistance is provided through the use of the Success Maker software which is designed to bring students up to grade level in language arts and mathematics. These classes meet before and after school and are used in the classroom during the school day as well.

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

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

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

Attendance/ Dropout

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

Transition from Preschool to Elementary/Middle School

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

La Ballona students matriculate into Culver City Middle School. Each spring the 5th grade students visit the Middle School and are given a tour and orientation. Middle School counselors and students visit the 5th grade classes to plan classes and to answer questions. 5th grade teachers are knowledgeable of the adjustments to Middle School and prepare the students for this transition academically, socially, and emotionally, throughout the year.

Historically Underserved Populations

Teachers and staff at La Ballona are sensitive to the particular needs of our students (culturally, gender, ethnically, socio-economically, physically, educationally). La Ballona teachers and staff make a conscious effort to provide our students equal opportunities to succeed and participate in all school activities. Additionally, all teachers in Culver City Unified School District have been provided with professional development about the implications of poverty in an educational setting, referencing the work of Ruby Payne. In 2010, La Ballona Elementary School was recognized as a recipient of the Title I Academic Achievement Award and as a California Distinguished School by the California Department of Education.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

43% of the student population at La Ballona Elementary School are English language learners as indicated by CELDT data. English language learners did not meet target goals for English Language Arts in the California standards test in 2010. Consistent progress has not been achieved in language arts in all grade levels. School-wide, there has been progress in math performance on the California Standards Tests. However, English Learners are significantly lower than all other subgroups in math performance. According to the CST Science Test, fifth grade performance has improved. However, English Language Learners are significantly lower than all other subgroups in science performance. A pernicious achievement gap between English Learners and other subgroups exists.

The API for All Students at La Ballona Elementary School increased from 818 to 819 in 2010.

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

Hispanic sub-group- API increased from 787 to 803 in 2010

English Language Learners- API increased from 777 to 778 in 2010

Economic Disadvantaged sub-group- API increased from 796 to 805 in 2010

B. Surveys

Conclusions from Parent, Teacher and Student Input indicate:

Parents are satisfied with the overall academic curriculum, but indicated areas for improvement: need to supplement social studies and science with more resources, more emphasis on aerobic capacity in P.E., lack of student accessibility to computers (limiting acquisition of computer skills), having library aide five days per week, and stronger Fine Arts program. Technology is an area of great need.

C. Classroom Observations

We will provide each student with the opportunities, resources and support necessary to achieve his or her academic and personal goals. La Ballona has ongoing professional development focusing on research-based best practices in literacy, writing, English Language Development and mathematics.

We will create and maintain a safe learning environment. Parent and teacher representatives participate on the District Anti-Bullying Task Force. La Ballona supports a progressive discipline plan focusing on developmental assets.

We will develop and maintain challenging learning experiences and environments that not only enable all students to meet or exceed recognized standards, but also inspire them to achieve their highest personal and academic goals. La Ballona staff is provided with ongoing staff development on Differentiated Instruction, EL, and GATE Education to meet individual learning needs.

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

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

We will attract, value, and support our educational teams to provide the best learning opportunities for our students. La Ballona provides our educational teams with opportunities for professional development and regular intra/inter grade level articulation.

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

La Ballona actively encourages student/parent participation in programs offered by community resources, including business, artistic, and service organizations

D. Student Work and School Documents

Classroom instruction is designed to provide direct, explicit instruction, highly structured practice, guided practice and independent practice. Classroom assignments provide appropriate challenge and intervention when necessary. Many teachers have been trained to differentiate instruction using the tenets of depth and complexity by Donna Bennet. Teachers use small, flexible grouping strategies to pre-teach and re-teach concepts and skills during daily Workshop time. Homework is designed to provide students with review and practice of classwork. This year the district is providing professional development focused on best practices and strategies for English Language Development. Three teachers from our school are participating in these workshops and conduct site trainings with all teachers at La Ballona.

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

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

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

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

READING:

Top three program elements with the highest ratings:

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

Three program elements with the lowest ratings:

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

WRITING:

Program elements with the highest ratings:

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

Three program elements with the lowest ratings:

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

MATHEMATICS:

Program elements with the highest ratings:

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

Three program elements with the lowest ratings:

1. Materials/equipment for parents
2. Teachers' schedules
3. Communication systems

SCIENCE:

Program elements with the highest ratings:

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

Program elements with the lowest ratings:

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

SOCIAL STUDIES:

Program elements with the highest ratings

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

Program elements with the lowest ratings:

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

FINE ARTS:

Program elements with the highest ratings

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

Program elements with the lowest ratings:

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

TECHNOLOGY:

Program elements with the highest ratings

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

Program elements with the lowest ratings:

1. Technology maintenance
2. Teachers' knowledge and skills
3. Availability of Smart Board technology for every classroom.

V. Description of Barriers and Related School Goals

43% of the student population at La Ballona Elementary School are English Learners as indicated by CELDT data. English Learners did not meet the target goal of 56.8% at or above Proficient on the English Language Arts section of the California Standards Test. Consistent progress has not been achieved in language arts in all grade levels. School-wide, there has been progress in math performance on the California Standards Tests. However, English Learners are significantly lower than all other subgroups in math performance. According to the CST Science test, fifth grade performance has improved. However, English Language Learners are significantly lower than all other subgroups in science performance. There exists an apparent achievement gap between English Learners and other subgroups.

A 2006 schoolwide API of 757, an English Learner subgroup API of 699, and a Socio-economic Disadvantaged subgroup API of 720, indicated an achievement gap among our students. Significant subgroups, including our Hispanic/Latino, EL and SED were underperforming when compared with the achievement of White students. After careful analysis of disaggregated CST data, the La Ballona staff concluded that barriers in word knowledge and vocabulary prevented the subgroups from achieving growth targets. It became apparent that teachers required additional professional development to address these literacy needs. As a result, Principal Christine Collins, a former literacy content expert, led a series of three-day Lesson Study professional development for all teachers during the 2007-2008 school year. The goal of embarking on comprehensive professional development in literacy was to empower teachers to better meet the instructional needs of students not meeting grade-level English Language Arts (ELA) standards as well as all students. We believed that as teachers became more skillful in using research-proven strategies and pedagogy in initial literacy instruction, student achievement would improve. Site-based professional development in literacy, English language development and mathematics continued during the 2009-2010 school year.

La Ballona's school-wide API has risen to 818 in 2010, the English Learner API is 778, and Socio-economic Disadvantaged API is 805. We believe that with our Lesson Study literacy initiative as well as other site and district level professional development professional development our teachers are empowered to continuously improve student achievement at La Ballona Elementary School.

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

READING:

1. Phonemic Awareness - Kindergarten and 1st Grade

Possible barriers to proficient performance include:

- Primary home language is not English
- Limited language experience

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

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

Possible barriers to proficient performance include:
Limited vocabulary development
Limited acquisition of academic language
High percentage of students are English language learners
Limited opportunities to engage in conversations in the formal register

3. Reading Comprehension - Grades 2-5

Possible barriers to proficient performance include :
High percentage of students are English language learners
Limited vocabulary
Limited proficiency in academic language
Limited instruction in concept development and inferential comprehension

WRITING:

1. Writing Strategies - Grades 2-5

Possible barriers to proficient performance include:
High percentage of students are English language learners
Language register is casual
Limited proficiency in academic language
Limited vocabulary
Lack of writing opportunities and formal writing instruction
Long absences and frequent absences
Weaknesses in oral language skills

MATHEMATICS:

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

Possible barriers to proficient performance include:
Weaknesses in parent participation in homework follow-through
Weak English language proficiency
Limited vocabulary of the discipline
Ever increasing cognitive load required by multi-step problems
Limited proficiency in number sense
Weak basic skills in addition, subtraction, multiplication and division
Lack of professional development in mathematical concept development

SOCIAL STUDIES:

1. Improve Report Grades in Social Studies

Possible barriers to proficient performance include:
Lack of instructional time
Weak background knowledge
Limited academic language
Weak reading comprehension
Lack of professional development in content area

SCIENCE:

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

Possible barriers to proficient performance include:
Limited instructional time for science
Lack of exposure to and knowledge of the language of the discipline
Primary grades require additional materials
Lack of measurable assessment
Weak background knowledge base

VI. Planned Improvements in Student Performance (continued)

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

<p>SCHOOL GOAL #1 (Based on conclusions from Analysis of Program Components and Student Data pages) English Language Arts Proficiency</p> <p>The percentage of students scoring at proficient or advanced level in English Language Arts will meet or exceed 67.5% by the end of the 2010-2011 school year as measured by the California Standards Test (CST).</p>	
<p>Student groups and grade levels to participate in this goal: Students in grades K-5 (significant focus on socio-economically disadvantaged and English Learner populations).</p>	<p>Anticipated annual performance growth for each group: Kindergarten and 1st grade: 85% of students will meet or exceed district benchmarks for English Language Arts. 68% of English Learners and SED students will meet or exceed district benchmarks in English Language Arts.</p> <p>Grades 2-5 - 67.5% of students in grades 2- 5 will meet or exceed proficiency on the English Language Arts portion of the CST by the end of the 2010-2011 school year.</p> <p>English Learners: 67.5% of EL students in grades 2-5 will meet proficiency on the English Language Arts portion of the CST by the end of the 2010-2011 school year.</p> <p>Socio-economically disadvantaged: 67.5 % of SED students will meet proficiency on the CST by the end of the 2010-2011 school year.</p>
<p>Means of evaluating progress toward this goal: CST District Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework</p>	<p>Group data to be collected to measure academic gains: CST District Benchmark Assessments OCR Unit Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework</p>

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Students performing at below grade level standards will receive assistance in small groups. *Provide kindergarten students with an instructional aide to work with small groups of students not yet proficient. *Purchase instructional materials. *Provide professional development using data to improve instruction and student achievement. *Use the computer lab and Success Maker software to fill academic gaps. *Enforce Essential Agreement and Board Policy relative to home reading. *Principal will present and discuss salient, current research about strategies and best practices for effectively implementing Open Court Reading Program.	September - June September - June	Instructional Aides \$29,735.78 Caring School Community Curriculum		Title I District Funded
Students working at Basic level (just below grade level) will be offered tutoring before, during and after school to enhance reading comprehension skills. *Provide students not yet proficient with Success Maker Club.	November - June	\$48,935.70 (software) \$5750 - coordinator		Title I
Implement daily time for Workshop (universal access and flexible group strategies) in all classrooms.	on-going	no charge		
Implement Success Maker program in all classrooms, after school and before school.	on-going	\$48,935.70 (software) \$5750 - coordinator		Title I
Provide literacy instruction trainings for parents and Partners In Print Parent Literacy Nights.	on-going			Title I, CCEF and Target grants
Enhance classroom and site library collections.	on-going			Title I and LBEP grants
Continue to learn and implement best instructional practices (i.e. Marzano, Bloom, Kame'enui, Hill & Flynn).	on-going			Title I
Use Accelerated Reader Program to supplement fluency and comprehension practice.	on-going			Title I
Develop home-to-school communication regarding grade level expectations and standards. *Parent workshops and written guidelines. *Provide professional development on standards based instruction and data gathering and use of District Benchmark Assessments.	September -June	no charge		
Teachers will participate in professional development opportunities provided by the District. *Teachers will attend monthly professional development. *Teachers will meet with their grade level teams to collaborate around best practices and data analysis.	September - June	Professional Development in Open Court Reading provided by District on Wednesdays.		

VI. Planned Improvements in Student Performance (continued)

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

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Teachers will continue to refine implementation of Being A Writer program. Teachers will become familiar with the district assessments and rubrics. *Provide staff development to improve student achievement. *Purchase instructional materials. *Parent education with writing process. *Before and after school Success Maker Club.	on-going			District grant
Provide professional development for implementation of Writers' Workshop strategies including exemplars, Author's Chair, the writing process, criteria charts, and rubrics.	on-going			Title I
Kindergarten students will work with instructional aides in small groups to improve writing.	September - June	\$29,735.78		Title I
Provide direct instruction and supplemental instructional materials for penmanship.	on-going			Title I
Provide extra instruction for English language learners in writing strategies by ELD Resource teacher and Instructional Assistant.	on-going			District provided
Spelling Bee	on-going	no charge		

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Purchase flash drives for record keeping of documents.	on-going			Title I
Develop home to school communication regarding grade level expectations and grade level standards for writing.	September - June			
The principal will work collaboratively with the fourth grade team on writing to support fourth grade teachers and students prepare for the state Fourth Grade Writing Assessment in March.	October - March 2010-2011 school year			
All first through 5th grade teachers will be trained in writing using CD's from SRA Teacher Resource Library.	ongoing			

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Mathematics	
Student groups and grade levels to participate in this goal: All students Grades K-5 with specific focus on English language learners and socio-economically disadvantaged populations in Grades 2-5.	Anticipated annual performance growth for each group: Kindergarten - Grade 1: 95% of students will meet or exceed the district mathematics benchmark each year. 70% of SED and EL students will meet or exceed the district benchmark for mathematics each year. Grades 2-5: 70% of all students will meet proficiency on the mathematics portion of the CST by 2010-2011. English Learner (EL): 68.5% of EL students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2010-2011. Socio-economically disadvantaged: 68.5% of students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2010-2011.
Means of evaluating progress toward this goal: CST Benchmark Assessments Unit/Chapter tests Teacher made quizzes/tests Classwork Homework	Group data to be collected to measure academic gains: CST District Benchmark Assessments - 3X each year Unit/Chapter tests Teacher made assessments Classwork Homework

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Teachers will focus on key academic standards *Implementation and on-going professional development with En-Vision Math program. *Purchase instructional materials. *Kinesthetic activities involving math standards. *School-wide monthly grade level/cross grade level collaboration meetings. *Before, during and after school Success Maker software. *Math pacing guides.	on-going			
Students working just below grade level (Basic category) will be offered tutoring. Provide after school tutoring to students below grade level using Success Maker software.	on-going	\$48,935.70		Title I

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Math Olympiad	on-going			Title I
Family Math Nights	on-going			Title I and STAR
All students will improve in math facts: *Teachers will implement daily math drills and opportunities to learn math facts with automaticity. Parents will be encouraged to support math fact mastery at home.	on-going			
Teachers in grade 2-5 will be involved in data analysis days with the principal. Using reports from Galileo, the teachers and principal will identify math standards that need to be re-taught to support students in reaching proficiency. Teachers will identify what standards in math need to be re-taught in flexible groups. Staff and principal will monitor how our "targeted" students are progressing in math to ensure they reach proficiency.	on-going			
ST Math+Music Program (MIND Institute) for grades 2-5.	on-going	\$2700 (site license) \$17,424.00 (tech. aide)		Title I

VI. Planned Improvements in Student Performance (continued)

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

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Acquire instructional materials that address differentiated learning needs.	on-going			Title I
Field Trips	on-going			PTA
International Dinner	June 2010			PTA
Continue Character Education provided District-wide.	on-going	no-charge		
Implement Caring School Community curriculum school-wide.	on-going			District provided
Think Peace and Peace Maker Programs	on-going			grant from Didi Hirsch Mental Health Clinic

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Science	
Student groups and grade levels to participate in this goal: All 5th Grade students	Anticipated annual performance growth for each group: 50% of all 5th Graders will perform at Proficient or Advanced Levels on the Science portion of California Standards Test, increasing by 5% each year thereafter. 30% of 5th Grade English language learners will score at the Basic Level and 20% at the Proficient and or Advanced Levels.
Means of evaluating progress toward this goal: CST	Group data to be collected to measure academic gains: CST

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

VII. Annual Year-End Evaluation of School Plan Objectives

<u>La Ballona Elementary School</u> School	Comprehensive School Plan Annual Year-End Evaluation of School Plan Objectives
-----------------------------------------------	------------------------------------------------------------------------------------------

Directions: Please review your school plan objectives actions and complete this form for each goal. Please mark each school plan objective as MET, NOT MET, or NOT MEASURABLE. Provide a narrative explanation in the space provided for any objectives that were **not** met.

	<u>Objectives</u>	<u>Met / Not Met / Not Measurable</u>
<u>Goal #1</u>		
<u>Goal #2</u>		
<u>Goal #3</u>		
<u>Goal #4</u>		
<u>Goal #5</u>		
Narrative Explanation for each objective not met:		
Total number of School Plan Objectives:		
Total number of School Plan Objectives met:		
Percentage of School Plan Objectives met: %		

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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	309	301	311	31	40	44	12	9	14	19	22	22
Growth API	820	819	843			887			898			924
Base API	794	820	819			841						923
Target	5	A	A									
Growth	26	-1	24									
Met Target	Yes	Yes	Yes									

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	222	222	225	133	137	158	180	225	249	20	30	31
Growth API	787	803	821	777	778	803	796	805	826			667
Base API	759	788	803	736	777	778	764	796	805			651
Target	5	5	A	5	5	5	5	4	A			
Growth	28	15	18	41	1	25	32	9	21			
Met Target	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	851	792	749
Percent with Prior Year Data	94.8	100	100
Number in Cohort	807	792	749
Number Met	489	503	409
Percent Met	60.6	64	55
NCLB Target	51.6	53.1	54.6
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency				
	All Students	2009-10		2010-11	
		Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	424	593	374	583	326
Number Met	182	163	213	169	160
Percent Met	42.9	27.5	57	29	49
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	(Pending)	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	No	No	No

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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	170	159	192	23	25	33	9	--	12	16	19	18
Percent At or Above Proficient	55.0	52.8	61.7	74.2	62.5	75.0	75.0	--	85.7	84.2	86.4	81.8
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	No	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	104	106	125	58	55	83	87	110	146	5	8	10
Percent At or Above Proficient	46.8	47.7	55.6	43.6	40.1	52.5	48.3	48.9	58.6	25.0	26.7	32.3
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46.0%), (2010=56.8%), (2011=67.6%)

** = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	98	100	100	100	100	100	100
Number At or Above Proficient	215	193	218	24	25	30	11	--	11	17	17	19
Percent At or Above Proficient	69.6	64.1	70.6	77.4	62.5	71.4	91.7	--	78.6	89.5	77.3	86.4
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	97
Number At or Above Proficient	143	140	153	84	78	102	120	142	168	7	12	12
Percent At or Above Proficient	64.4	63.1	68.0	63.2	56.9	64.6	66.7	63.1	67.7	35.0	40.0	41.4
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58.0%), (2011=68.5%)

** = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

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 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	2	5	17	44	15	38	5	13			39
2	4	10	8	20	21	53	6	15	1	3	40
3	1	3	16	43	16	43	3	8	1	3	37
4	1	4	9	39	11	48	2	9			23
5	2	8	11	46	10	42	1	4			24
Total	10	6	61	37	73	45	17	10	2	1	163

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

The State and local assessments used to improve student achievement and to inform and modify instruction are:
Galileo Benchmark Assessments in Language Arts and Mathematics

STAR Test Data

Open Court Reading Unit assessments, including writing prompts, comprehension check points

Fluency assessments

District developed Math assessments

Teacher designed assessments

Johnston Spelling Inventory

Basic Phonics Skills Test (BPST)

Phonemic Awareness Assessments such as sound segmenting, oral blending and oral comprehension
(used in Kindergarten and First Grade)

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use Galileo Benchmark Assessment Data to inform instruction and design intervention. Grade level teams examine data from Galileo generated Development Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given three times yearly in second through fifth grades. This data provides teachers with a probability of student success on the California Standards Tests administered each year in the late spring. Instruction is modified and interventions are provided to students based on assessment information about their individual learning needs before the state testing occurs in May.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

100% of the Certificated and Classified staff at La Ballona Elementary School meet the criteria for being highly qualified as mandated by No Child Left Behind (NCLB).

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The Principal of La Ballona Elementary School has completed all necessary requirements of AB 75/AB430 training as of March 2008.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All teachers at La Ballona Elementary School are fully credentialed and have met the requirements necessary to be considered highly qualified according to No Child Left Behind (NCLB).

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

The monthly organization of professional development/grade level collaboration for teachers at La Ballona Elementary School occurs during banked time provided by early dismissal on Wednesdays and is as follows:

1st Wednesday: Faculty Meetings
2nd Wednesday: Grade Level Meeting/Professional Development
3rd Wednesday: Professional Development at the site level
4th Wednesday: District sponsored Professional Development

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

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

At La Ballona Elementary School, ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSA's), and by Beginning Teacher Support and Assessment personnel (BTSA TOSA's). The Resource Specialists (RSP) provide continuous support and suggestions to teachers to help students who are struggling in various areas of the curriculum.

8. Teacher collaboration by grade level (EPC)

At La Ballona Elementary School the Physical Education program provides for a thirty minute daily (4 times per week) opportunity for teachers to collaborate across grade levels. Twice each month, the students participate in a one hour Physical Education class during which time the teachers of each grade level work collaboratively on the various curricular areas, to examine data, and to develop and plan unit lessons for intervention and enrichment. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All teachers at La Ballona Elementary School adhere to the various content framework documents which offer a blueprint for implementation of the California Content Standards. All instructional materials are State Board of Education approved, as well as research and standards-based. Culver City Unified School District has most recently provided new standards-based curricular materials in the content areas of mathematics, English Language Development and science. Rigorous instruction of identified essential standards is implemented across the grade levels. Benchmark assessments are administered three times each year to students in grades two through five to allow teachers to determine individual student intervention needs. Kindergarten and 1st Grade students are given other appropriate periodic assessments in English Language Arts and Mathematics. Benchmark assessment data is used on a regular basis to inform instruction and to determine systematic intervention and enrichment offerings to students.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

At La Ballona Elementary School, all teachers meet the recommended number of minutes of instruction per day for each curricular area.

ENGLISH LANGUAGE ARTS:

Kindergarten - 90 minutes
First - Third Grade - 150 minutes
Fourth & Fifth - 120 minutes

MATHEMATICS:

Kindergarten - Fifth Grade - 45-60 minutes

ENGLISH LANGUAGE DEVELOPMENT:

Kindergarten - Fifth Grade - 30 minutes

11. Lesson pacing schedule (EPC)

The Culver City Unified School District pacing plans are determined by essential standards and accompanying benchmark assessments. They provide guidance and structure for delivering instruction in the California Content Standards in English Language Arts and Mathematics across all grade levels. Interim assessments are administered three times per year to gather data. That data is analyzed and then used to inform instruction for intervention and enrichment necessary to improve student academic achievement.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Culver City Unified School District provides all students across grade levels with standards-based instructional materials in all curricular areas.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Students at La Ballona Elementary School have available and use the following State Board of Education (SBE) - adopted and standards-aligned materials:

Open Court Reading 2002, including English Language Support Guide, Intervention Guide
Envision Mathematics, including reteach and enrichment
Scott Foresman Science
Houghton-Mifflin Social Studies

SBE-adopted and standards-aligned intervention materials being used at La Ballona are:

Developmental Studies Center - Being A Writer
Developmental Studies Center -Making Meaning
Developmental Studies Center - Let's Talk About It!
Developmental Studies Center - Caring School Community

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. Instructional Aides work in all kindergarten classes to enable underperforming students to meet standards. Peer tutoring, in the form of Buddy Reading, is arranged between various upper and lower grade classes. We offer various before/after school intervention for at-risk students using the Success Maker Program in English language arts and mathematics. The sessions are held two days per week for 30 minutes for approximately 10 weeks. Many classes receive regular assistance from parent/grandparent volunteers. Volunteers provide various forms of help such as reading with individual students, practicing math facts, and generally assisting with follow up activities that supports previous classroom instruction.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Teachers throughout Culver City Unified School District are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning deficiencies and identify areas for enrichment. The program we use is called ATI/Galileo and it provides periodic benchmark assessments which are used to inform instruction. Grade level teams regularly meet to collaborate and plan this instruction. Administrators continue working to refine the protocols. All teachers continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies necessary to improve student achievement.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

At La Ballona Elementary School, opportunities for increased learning time are funded through English Language Acquisition Program (ELAP) monies and Title I.

17. Transition from preschool to kindergarten (Title I SWP)

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

Involvement

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

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

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

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

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

The La Ballona Parent compact - Three Way Pledge
This document highlights responsibilities of parents, students and teachers in supporting student success in school.
(See Appendix E.)
Back to School Night
Open House
School-wide Science Fair
Annual Student-Parent-Teacher Goal Setting Conferences
Spring Parent Conferences
Partners in Print Parent Training
Latino Family Literacy Program
Family Center/Didi Hirsch Mental Health Clinic sponsored Parenting Classes
English Learner's Advisory Committee (ELAC)
School Site Council
PTA
La Ballona Education Partners (booster club)
Annual La Ballona International Dinner
Taste of La Ballona
PTA Reflections Art Contest
Family Movie Nights
PTA Book Fairs

Winter Concert
Spring Concert
PTA sponsored "What Will I Do This Summer?"
La Ballona Variety Show
Parent Student Handbook
School website
Volunteer opportunities in classrooms, on field trips, and school wide extra-curricular activities

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Teachers, parents, ELAC committee members and members of the School Site Council participate in needs assessment surveys that generate input and feedback used to plan budgets and programs supported by various categorical funding streams.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

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

Title I: supplemental instructional materials and supplies,
Accelerated Reader Program, Keyboarding Teacher, Computer Lab Aide, Success Maker Program

ELAP: Intervention teacher salaries, instructional supplies, Latino Family Literacy Program
Title I: Kindergarten Aides, STAR Program Instructional Aide, instructional supplies, Math + Music Program

PTA funds all field trips and Assemblies.
Unit Budget funds all supplies.

Culver City Education Foundation Grant to support La Ballona Elementary School teachers by funding four Smart Boards.

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

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	\$
[X] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$124,080.37
[] 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	\$124,080.37

Total amount of state and federal categorical funds allocated to this school	\$124,080.37
-------------------------------------------------------------------------------------	---------------------

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

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

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

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

<input checked="" type="checkbox"/> State Compensatory Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
<input checked="" type="checkbox"/> English Learner Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
<input type="checkbox"/> Special Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
District/School Liaison Team for schools in Program Improvement	<hr style="border: 0; border-top: 1px solid black;"/> Signature
Compensatory Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
Departmental Advisory Committee (secondary)	<hr style="border: 0; border-top: 1px solid black;"/> Signature
Other committees established by the school or district (list):	<hr style="border: 0; border-top: 1px solid black;"/> Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA 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 SPSA was adopted by the SSC at a public meeting on: January 7, 2010

Attested:

Christine Collins		
Typed Name of School Principal	Signature of School Principal	Date

Laura Chardiet		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	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.

Parent's/Guardian signature

Date

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.

Parent's/Guardian's signature Date

Staff Pledge:

The Teacher's Pledge

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

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

Teacher's Signature

Date

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
LAURA CHARDIET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUAN IVERSON	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOTT KECKEN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CATALINA POP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ISABELLE REYES-PEREZ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
WADE MC MILLAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JENNIFER POLLOCK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IRA PROCTOR	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BESSY REYNA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHRISTINE COLLINS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	

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