

La Ballona Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Jennifer Slabbinck, Principal

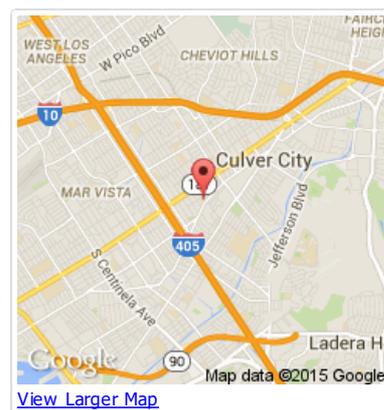
Principal, La Ballona Elementary

About Our School

Contact

10915 Washington Blvd.
Culver City, CA
90232-4045

Phone: 310-842-4334
E-mail: jenniferslabbinck@ccusd.org



About This School

Contact Information - Most Recent Year

School	
School Name	La Ballona Elementary
Street	10915 Washington Blvd.
City, State, Zip	Culver City, Ca, 90232-4045
Phone Number	310-842-4334
Principal	Jennifer Slabbinck, Principal
E-mail Address	jenniferslabbinck@ccusd.org
County-District-School (CDS) Code	19644446012702

District	
District Name	Culver City Unified
Phone Number	(310) 842-4220
Web Site	http://www.ccusd.org
Superintendent First Name	David
Superintendent Last Name	LaRose
E-mail Address	davidlarose@ccusd.org

Last updated: 1/21/2015

School Description and Mission Statement (Most Recent Year)

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.

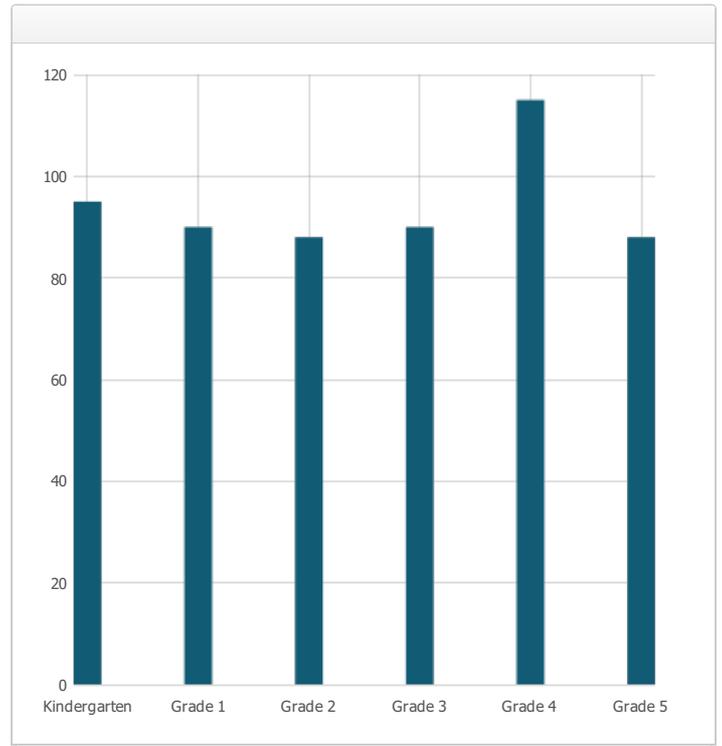
In 2009, La Ballona Elementary School launched the Dual Language Program in Spanish and has added a new grade level each year until the program is fully implemented, Kindergarten through 5th grade. In this program, students learn the core District curriculum in the target language of Spanish as well as English. Currently there are twelve classrooms that provide the dual language program: Kindergarten-5th 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 us at any time!

Last updated: 1/21/2015

Student Enrollment by Grade Level (School Year 2013-14)

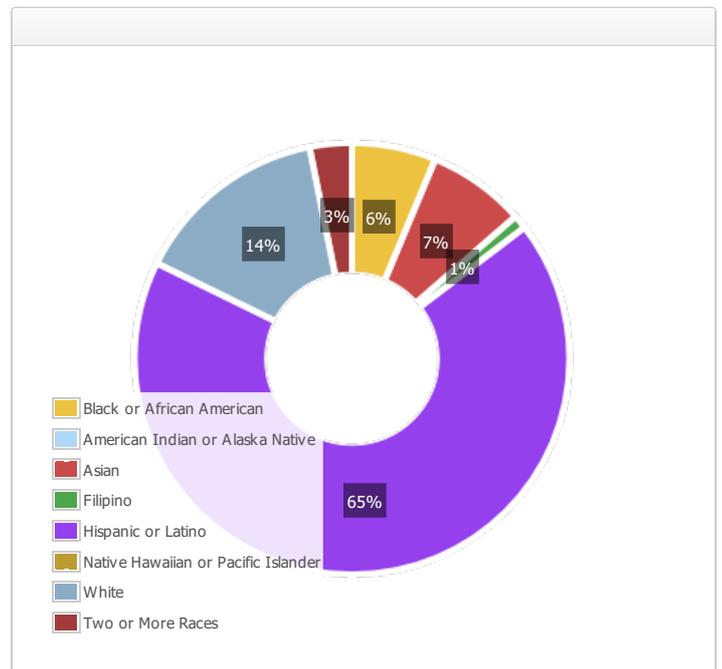
Grade Level	Number of Students
Kindergarten	95
Grade 1	90
Grade 2	88
Grade 3	90
Grade 4	115
Grade 5	88
Total Enrollment	566



Last updated: 1/21/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.2
Asian	7.6
Filipino	1.4
Hispanic or Latino	65.4
Native Hawaiian or Pacific Islander	0.2
White	14.7
Two or More Races	3.9
Socioeconomically Disadvantaged	63.4
English Learners	36.7
Students with Disabilities	9.5



Last updated: 1/21/2015

A. Conditions of Learning

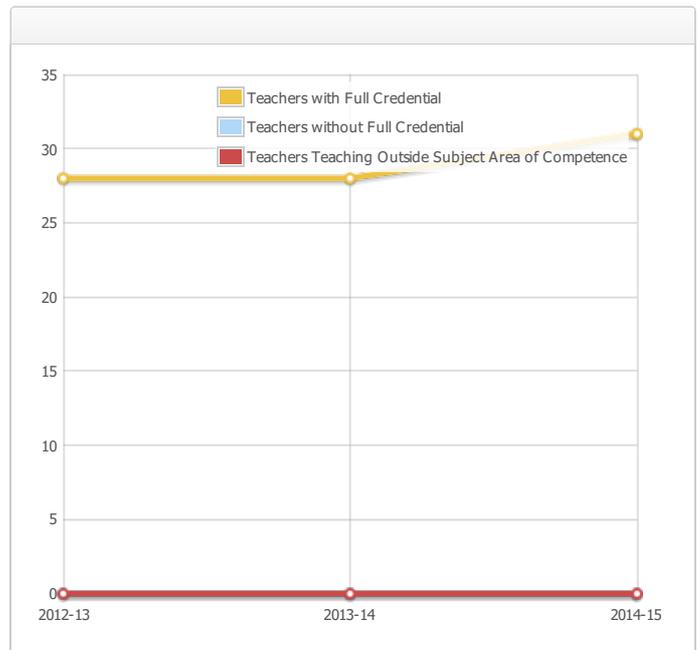
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

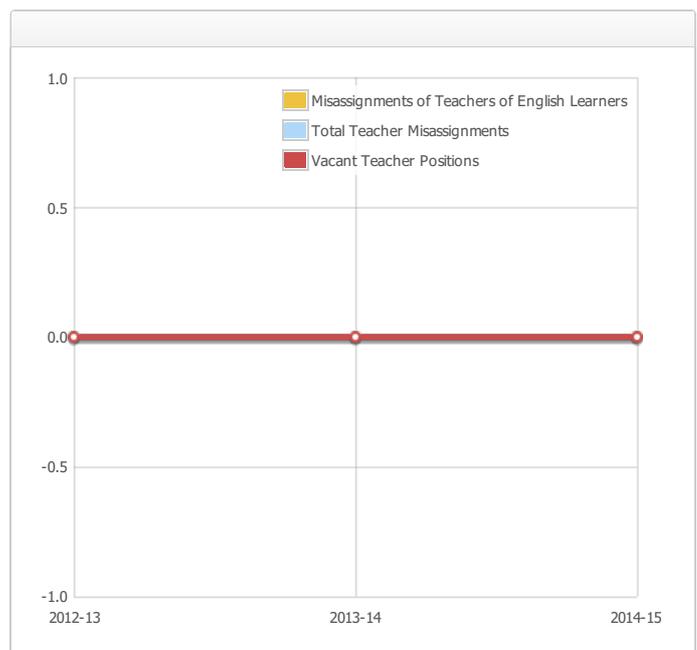
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	28	28	31	320
Without Full Credential	0	0	0	317
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/23/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Last updated: 1/22/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

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.

Last updated: 1/22/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SRA Open Court Reading La Ballona School uses the district adopted kindergarten through fifth grade reading and writing curriculum that follows the California State Common Core 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		0.0
Mathematics	EnVision Mathematics 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.	Yes	0.0
Science	The curriculum for science follows the California State Standards and consists of physical science, life science, earth science and investigation and experimentations for each grade level. The science series is Scott Foresman.		0.0
History-Social Science	Our history/social studies curriculum covers the state standards. The adopted text used is Houghton Mifflin. In addition, the Open Court Reading Program incorporates both science and social studies in the anthology that students read.		0.0
Foreign Language	n/a		0.0
Health	n/a		0.0

Visual and Performing Arts	n/a	0.0
Science Laboratory Equipment (grades 9-12)	n/a	0.0

Last updated: 1/22/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Blocked exits have been cleared.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/21/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	69	77	73	76	76	75	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/21/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	75
All Students at the School	73
Male	79
Female	68
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	
White	83
Two or More Races	
Socioeconomically Disadvantaged	72
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/21/2015

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%
History-Social Science	N/A	N/A	N/A	64%	67%	65%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated 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.

Last updated: 1/21/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	7	7	7
Similar Schools	8	7	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/21/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
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 or Pacific Islander			
White			-3
Two or More Races			
Socioeconomically Disadvantaged	21	3	8
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.

Last updated: 1/21/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0

Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/21/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

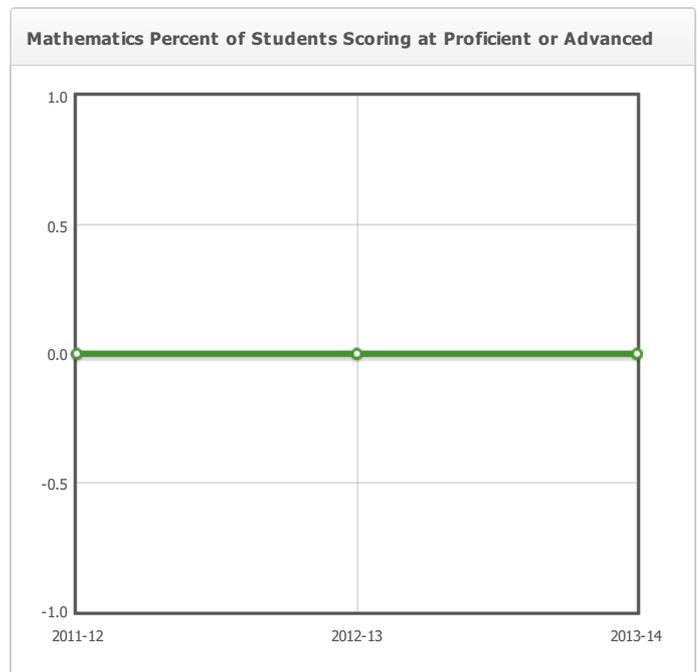
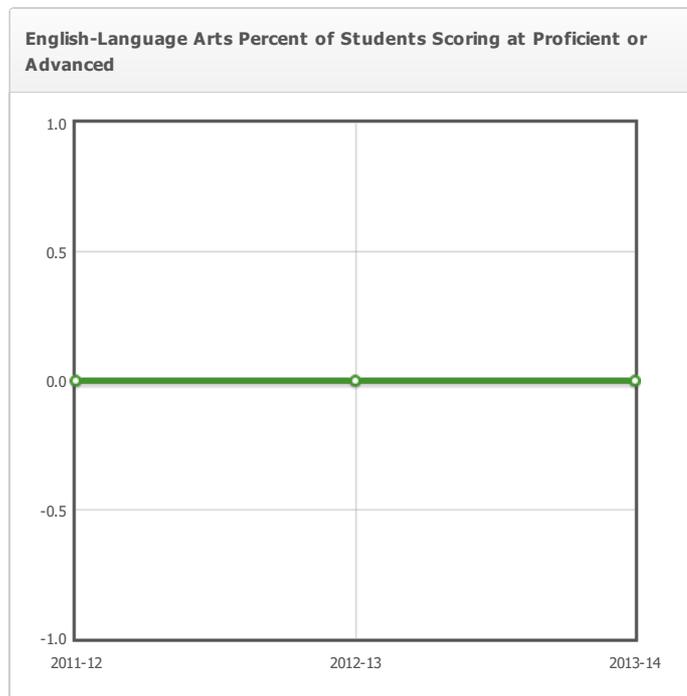
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	74%	73%	37%	56%	57%	56%
Mathematics	N/A	N/A	N/A	73%	72%	36%	58%	60%	62%

Note: Percentages are not calculated 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.



Last updated: 1/21/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are not calculated 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.

Last updated: 1/21/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.3%	21.8%	17.2%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Percentages are not calculated 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.

Last updated: 1/21/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

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. At La Ballona, parents are engaged through our Parent Teacher Association, La Ballona Education Partners, English Language Advisory Committee, School Site Council, and parent education trainings throughout the year.

State Priority: Pupil Engagement

Last updated: 1/21/2015

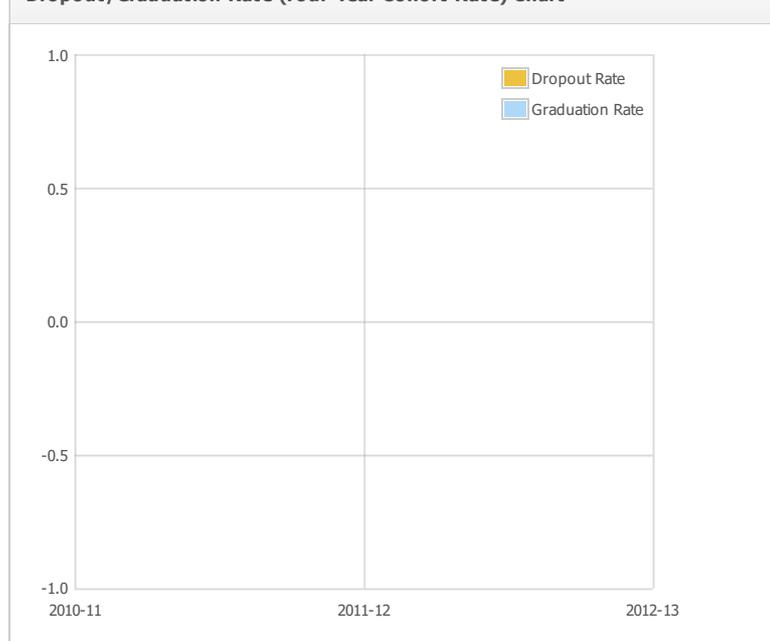
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				85.4	87.79	86.63	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/21/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

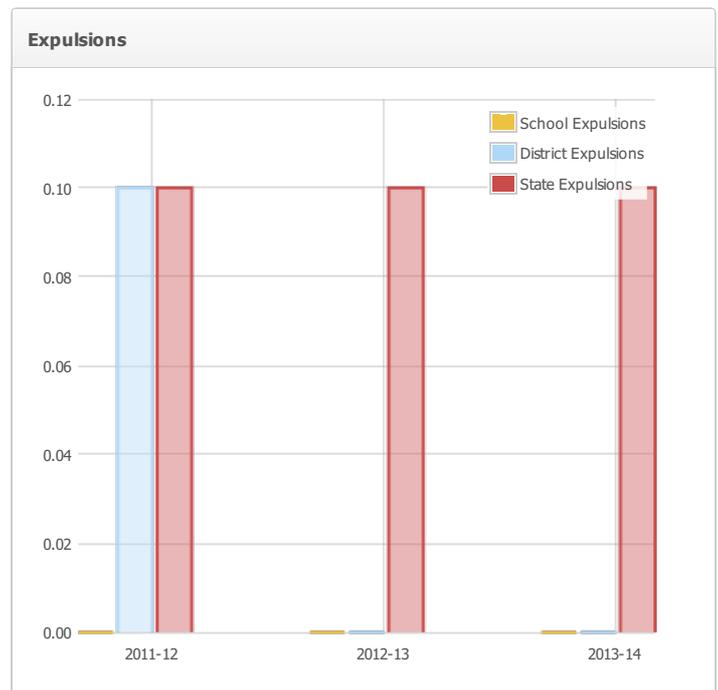
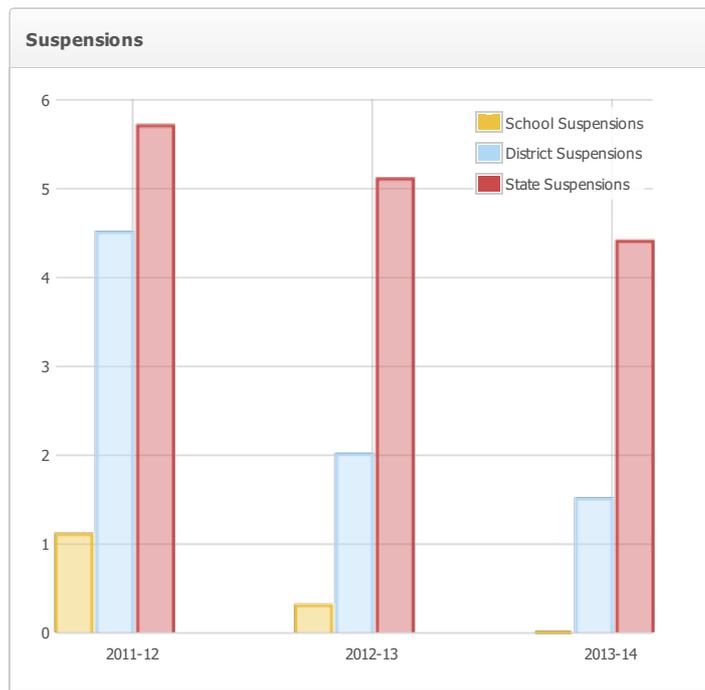
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.10	0.30	0.00	4.50	2.00	1.50	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.00	0.00	0.10	0.10	0.10



Last updated: 1/21/2015

School Safety Plan - Most Recent Year

The School Safety Plan was presented to the Board of Education Outlining the District's plan and purpose. There are essentially two components: School Climate (strategies to maintain a caring climate) and Physical Environment (attributes of a hospitable environment). The district's priority has: a) updated the individual school plans; b) developed the curriculum requirements in Tolerance education using the Caring Schools Community Program, Safe and Drug Free Education using the Too good for Violence and Too Good for Drugs Program, and an Anti-Bullying Program, Olweus; c) updated the physical environment; and d) developed a strategic plan. Each site develops a plan in line with these goals and objectives, which is developed and approved by the School Site Council each Spring at La Ballona. La Ballona has an emergency plan with a clear set of procedures. Our school emergency plan was last updated in September 2014.

Last updated: 1/22/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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 Graduation Rate	N/A	Yes

Last updated: 1/21/2015

Federal Intervention Program (School Year 2014-15)

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 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/21/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.8	0	4	0	24.0	4			24.0		4	
1	23.3	1	3	0	22.0	4			23.0		4	
2	23.3	2	4	0	23.0	4			22.0		4	
3	22.3	3	1	0	22.0	2	3		23.0		4	
4	27.0	0	3	0	29.0	3			23.0	1	4	
5	30.0	0	2	0	27.0	3			29.0		3	
6												
Other												

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

Last updated: 1/21/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/21/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)		N/A
Other	0.5	N/A

Note: Cells with N/A values do not require data.

* 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.

Last updated: 1/21/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,769	\$1,083	\$4,686	\$73,071
District	N/A	N/A	\$7,096	\$66,896
Percent Difference – School Site and District	N/A	N/A	81.00%	92.00%
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	0.00%	93.00%

Note: Cells with N/A values do not require data.

Last updated: 1/21/2015

Types of Services Funded (Fiscal Year 2013-14)

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

Last updated: 1/21/2015

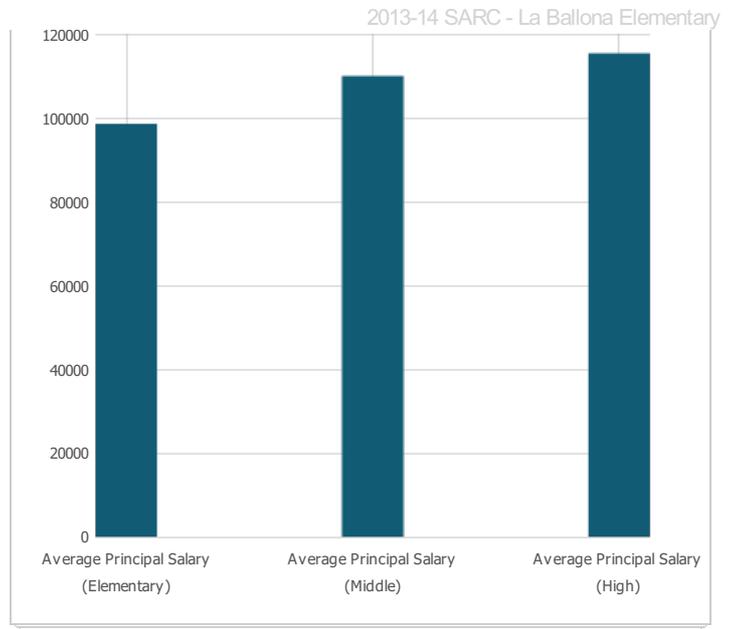
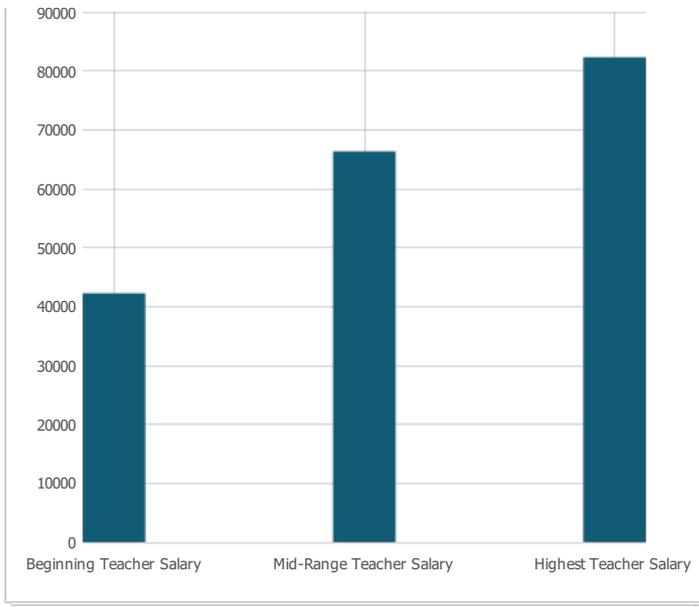
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,238	\$41,243
Mid-Range Teacher Salary	\$66,320	\$64,893
Highest Teacher Salary	\$82,304	\$83,507
Average Principal Salary (Elementary)	\$98,565	\$103,404
Average Principal Salary (Middle)	\$109,952	\$109,964
Average Principal Salary (High)	\$115,374	\$120,078
Superintendent Salary	\$190,000	\$183,557
Percent of Budget for Teacher Salaries	38.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/21/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/21/2015

Professional Development – Most Recent Three Years

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

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