

# La Ballona Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Culver City Unified
<b>Phone Number</b>	(310) 842-4220
<b>Superintendent</b>	David LaRose
<b>E-mail Address</b>	<a href="mailto:davidlarose@ccusd.org">davidlarose@ccusd.org</a>
<b>Web Site</b>	<a href="http://www.ccusd.org">http://www.ccusd.org</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	La Ballona Elementary
<b>Street</b>	10915 Washington Blvd.
<b>City, State, Zip</b>	Culver City, Ca, 90232-4045
<b>Phone Number</b>	310-842-4334
<b>Principal</b>	Jennifer Slabbinck, Principal
<b>E-mail Address</b>	<a href="mailto:jenniferslabbinck@ccusd.org">jenniferslabbinck@ccusd.org</a>
<b>County-District-School (CDS) Code</b>	19644446012702

*Last updated: 1/25/2016*

### 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.

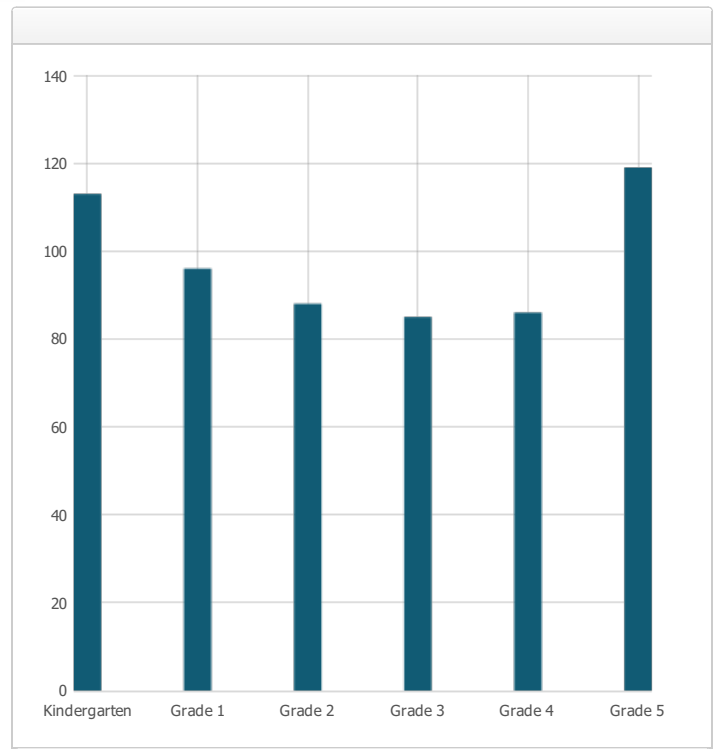
In 2009, La Ballona Elementary School launched the Dual Language Program in Spanish and has added a new grade level each year until the program is fully implemented, Kindergarten through 5th grade. In this program, students learn the core District curriculum in the target language of Spanish as well 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 citizenship through the SIX Pillars of Character, "Caring School Communities" curriculum and/or 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: 1/25/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

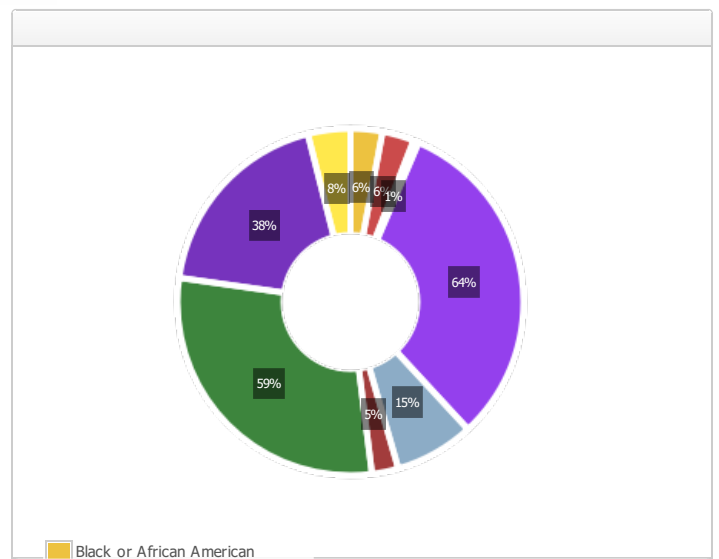
Grade Level	Number of Students
Kindergarten	113
Grade 1	96
Grade 2	88
Grade 3	85
Grade 4	86
Grade 5	119
<b>Total Enrollment</b>	<b>587</b>



Last updated: 1/25/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6.3 %
American Indian or Alaska Native	0.2 %
Asian	6.3 %
Filipino	1.7 %
Hispanic or Latino	64.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	15.5 %
Two or More Races	5.5 %
Socioeconomically Disadvantaged	59.8 %
English Learners	38.8 %
Students with Disabilities	8.2 %
Foster Youth	0.3 %



Last updated: 1/25/2016

## A. Conditions of Learning

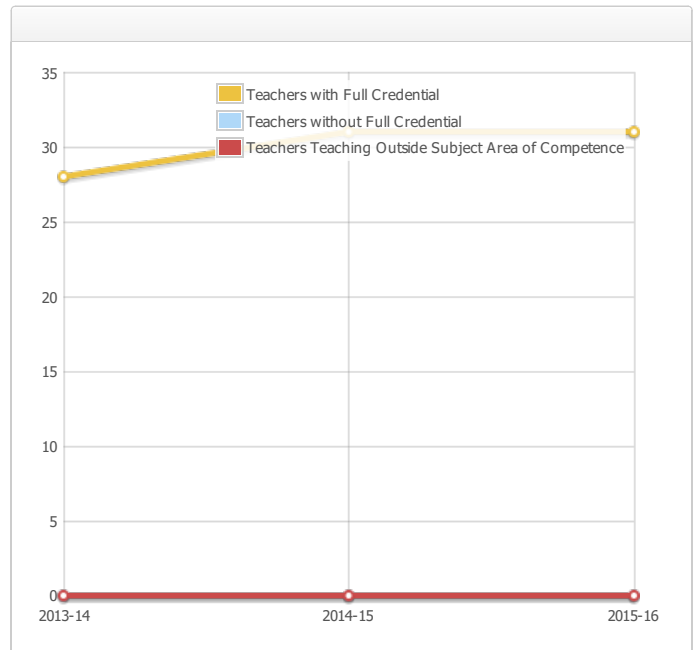
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

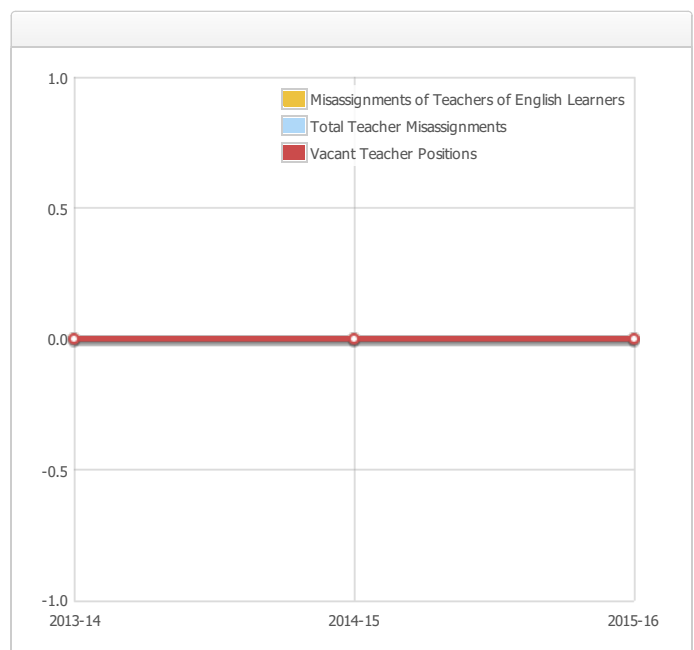
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	28	31	31	326
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/25/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/25/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

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

Year and month in which data were collected:

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 EnVison 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.		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			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: April 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Stained and bad Carpets, restroom tile worn. Clean carpets and replace tile.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Clean Clutter
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Poor	Fire extinguishers covered by decorations, extension cords, excess wall combustible. Removed decorations from around fire extinguishers, removed items from walls and eliminated some of the extension cords.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: April 2015

Overall Rating	Good
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*Last updated: 1/25/2016*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	62.0%	44.0%
Mathematics (grades 3-8 and 11)	35.0%	47.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/25/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	84	95.5%	32.0%	33.0%	23.0%	12.0%
Male	88	42	47.7%	43.0%	29.0%	21.0%	7.0%
Female	88	42	47.7%	21.0%	38.0%	24.0%	17.0%
Black or African American	88	7	8.0%	--	--	--	--
American Indian or Alaska Native	88	1	1.1%	--	--	--	--
Asian	88	9	10.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	88	53	60.2%	36.0%	38.0%	19.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	88	10	11.4%	--	--	--	--
Two or More Races	88	4	4.5%	--	--	--	--
Socioeconomically Disadvantaged	88	53	60.2%	38.0%	32.0%	23.0%	8.0%
English Learners	88	25	28.4%	60.0%	24.0%	16.0%	0.0%
Students with Disabilities	88	7	8.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/25/2016



## ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	86	85	98.8%	21.0%	24.0%	26.0%	29.0%
Male	86	44	51.2%	30.0%	25.0%	20.0%	25.0%
Female	86	41	47.7%	12.0%	22.0%	32.0%	34.0%
Black or African American	86	4	4.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	86	5	5.8%	--	--	--	--
Filipino	86	1	1.2%	--	--	--	--
Hispanic or Latino	86	55	64.0%	27.0%	27.0%	24.0%	22.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	86	14	16.3%	7.0%	29.0%	29.0%	36.0%
Two or More Races	86	6	7.0%	--	--	--	--
Socioeconomically Disadvantaged	86	52	60.5%	27.0%	19.0%	33.0%	21.0%
English Learners	86	18	20.9%	61.0%	28.0%	11.0%	0.0%
Students with Disabilities	86	11	12.8%	45.0%	55.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/25/2016

## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	119	117	98.3%	24.0%	26.0%	33.0%	17.0%
Male	119	54	45.4%	31.0%	19.0%	41.0%	9.0%
Female	119	63	52.9%	17.0%	32.0%	27.0%	24.0%
Black or African American	119	11	9.2%	0.0%	55.0%	36.0%	9.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	119	10	8.4%	--	--	--	--
Filipino	119	3	2.5%	--	--	--	--
Hispanic or Latino	119	69	58.0%	25.0%	25.0%	35.0%	16.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	119	19	16.0%	37.0%	26.0%	26.0%	11.0%
Two or More Races	119	5	4.2%	--	--	--	--
Socioeconomically Disadvantaged	119	76	63.9%	26.0%	28.0%	33.0%	13.0%
English Learners	119	11	9.2%	73.0%	27.0%	0.0%	0.0%
Students with Disabilities	119	17	14.3%	47.0%	18.0%	29.0%	6.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	86	97.7%	29.0%	36.0%	27.0%	7.0%
Male	88	42	47.7%	29.0%	36.0%	26.0%	7.0%
Female	88	44	50.0%	30.0%	36.0%	27.0%	7.0%
Black or African American	88	7	8.0%	--	--	--	--
American Indian or Alaska Native	88	1	1.1%	--	--	--	--
Asian	88	11	12.5%	36.0%	36.0%	0.0%	27.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	88	53	60.2%	36.0%	38.0%	25.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	88	10	11.4%	--	--	--	--
Two or More Races	88	4	4.5%	--	--	--	--
Socioeconomically Disadvantaged	88	54	61.4%	37.0%	39.0%	22.0%	2.0%
English Learners	88	27	30.7%	48.0%	41.0%	11.0%	0.0%
Students with Disabilities	88	7	8.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/25/2016

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	86	86	100.0%	15.0%	38.0%	27.0%	20.0%
Male	86	45	52.3%	13.0%	36.0%	31.0%	20.0%
Female	86	41	47.7%	17.0%	41.0%	22.0%	20.0%
Black or African American	86	5	5.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	86	5	5.8%	--	--	--	--
Filipino	86	1	1.2%	--	--	--	--
Hispanic or Latino	86	55	64.0%	15.0%	44.0%	25.0%	16.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	86	14	16.3%	7.0%	21.0%	36.0%	36.0%
Two or More Races	86	6	7.0%	--	--	--	--
Socioeconomically Disadvantaged	86	53	61.6%	15.0%	45.0%	26.0%	13.0%
English Learners	86	19	22.1%	26.0%	63.0%	11.0%	0.0%
Students with Disabilities	86	11	12.8%	45.0%	45.0%	9.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 1/19/2016*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	119	118	99.2%	36.0%	36.0%	14.0%	14.0%
Male	119	55	46.2%	33.0%	36.0%	18.0%	13.0%
Female	119	63	52.9%	40.0%	35.0%	11.0%	14.0%
Black or African American	119	11	9.2%	55.0%	27.0%	9.0%	9.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	119	10	8.4%	--	--	--	--
Filipino	119	3	2.5%	--	--	--	--
Hispanic or Latino	119	70	58.8%	44.0%	34.0%	9.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	119	19	16.0%	16.0%	47.0%	26.0%	11.0%
Two or More Races	119	5	4.2%	--	--	--	--
Socioeconomically Disadvantaged	119	77	64.7%	43.0%	35.0%	10.0%	12.0%
English Learners	119	12	10.1%	75.0%	25.0%	0.0%	0.0%
Students with Disabilities	119	17	14.3%	47.0%	41.0%	6.0%	6.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 1/19/2016*

### California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	77.0%	72.0%	67.0%	76.0%	75.0%	73.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	73.0%
All Students at the School	67.0%
Male	77.0%
Female	60.0%
Black or African American	81.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	60.0%
Native Hawaiian or Pacific Islander	--
White	68.0%
Two or More Races	--
Socioeconomically Disadvantaged	60.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

# State Priority: Other Pupil Outcomes

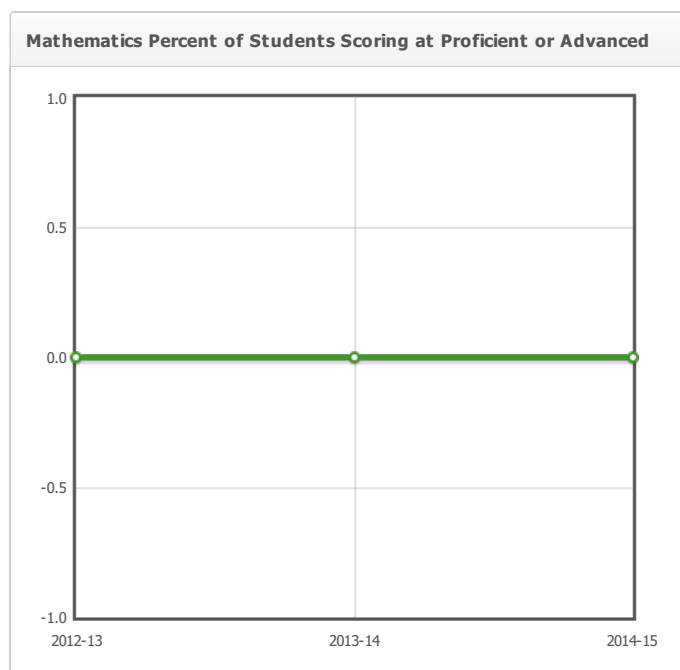
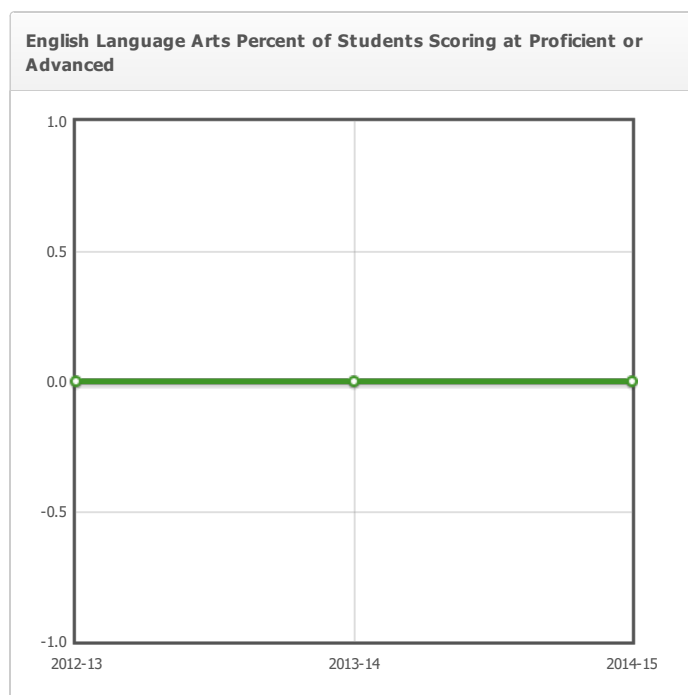
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	73.0%	37.0%	39.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	72.0%	36.0%	36.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



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## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.1%	22.9%	33.1%

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: 1/19/2016

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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: 1/19/2016*

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

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



**Completion of High School Graduation Requirements**

<b>Student Group</b>	<b>Graduating Class of 2014</b>		
	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

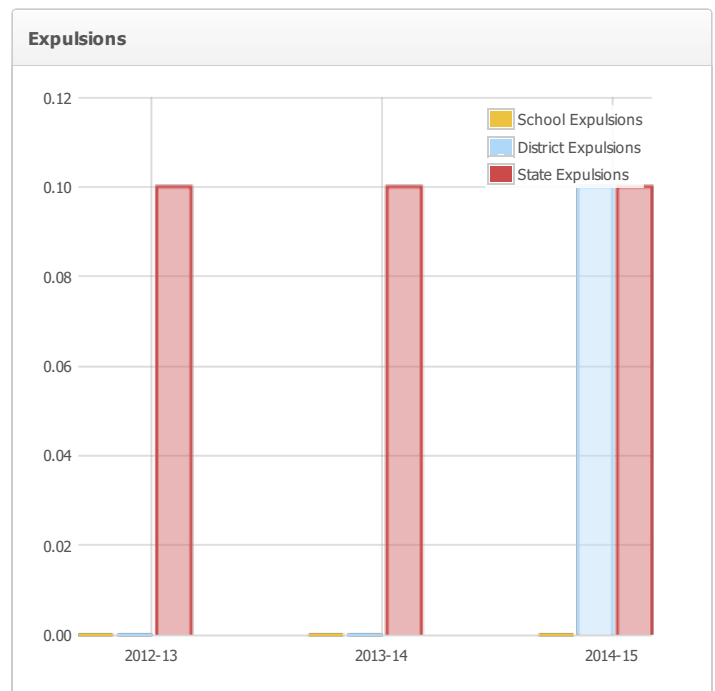
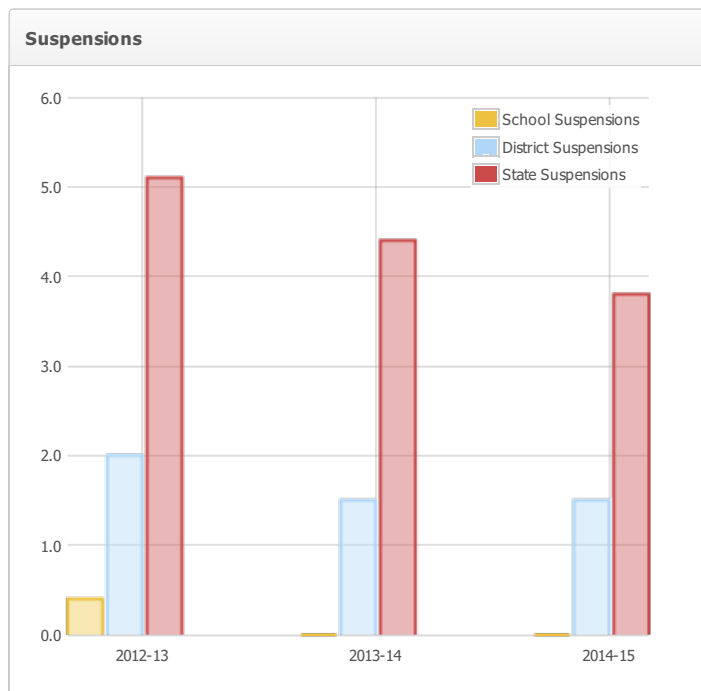
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.4	0.0	0.0	2.0	1.5	1.5	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1



Last updated: 1/19/2016

## 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: 1/19/2016

## 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/19/2016

### Federal Intervention Program (School Year 2015-16)

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.

Last updated: 1/19/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15		
	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+
K	24.0		4	24.0		4	23.0		5
1	22.0		4	23.0		4	24.0		4
2	23.0		4	22.0		4	22.0		4
3	22.0	2	3	23.0		4	21.0	1	3
4	29.0		3	23.0	1	4	22.0	2	2
5	27.0		3	29.0		3	24.0		5
6									
Other									

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

Last updated: 1/19/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0.0	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: 1/25/2016*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5536.0	\$2400.0	\$3136.0	\$63389.0
District	N/A	N/A	\$63.0	\$75340.0
Percent Difference – School Site and District	N/A	N/A	63.0%	84.0%
State	N/A	N/A	\$5348.0	\$69257.0
Percent Difference – School Site and State	N/A	N/A	59.0%	92.0%

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

*Last updated: 1/19/2016*

**Types of Services Funded (Fiscal Year 2014-15)**

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

**STATE:**

- 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

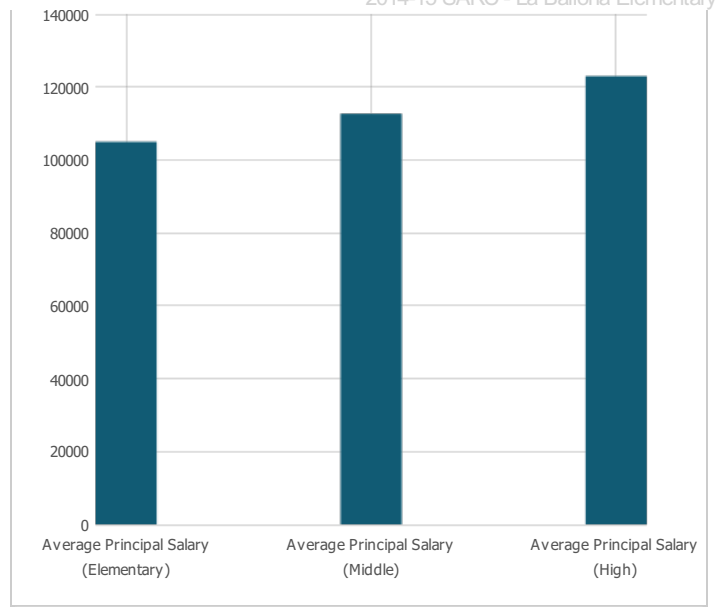
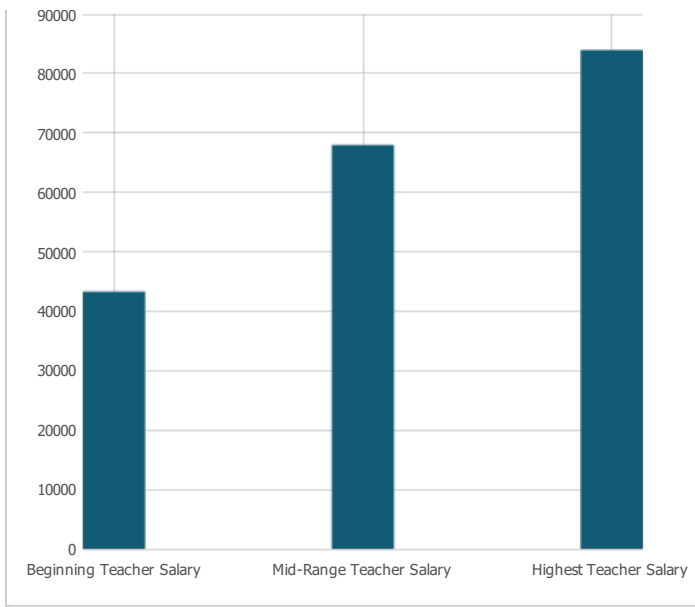
*Last updated: 1/19/2016*

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,294	\$42,315
Mid-Range Teacher Salary	\$67,978	\$66,451
Highest Teacher Salary	\$83,952	\$85,603
Average Principal Salary (Elementary)	\$104,970	\$105,079
Average Principal Salary (Middle)	\$112,701	\$111,005
Average Principal Salary (High)	\$122,988	\$121,310
Superintendent Salary	\$193,800	\$189,899
Percent of Budget for Teacher Salaries	39.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	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: 1/19/2016

### 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

Last updated: 1/19/2016