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La Ballona Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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 and 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 at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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 (School Year 2017-18)

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

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

School Description and Mission Statement (School Year 2017-18)

La Ballona Elementary School is located in the ethnically and socially diverse community of Culver City. One of the oldest elementary schools on record in Los Angeles County, its original wood frame building was constructed in 1865, before the city was established. It served as the elementary school to the children of the surrounding rancho community. Since that time, Culver City has evolved from a rancho community to a motion picture industrial center and a prominent arts and business center. Currently, La Ballona Elementary school serves a diverse popultion of students, nearly half of whom come from homes where Spanish is the primary language. Multiple other home languages are represented, bringing a richness and understanding of different cultures to the educational experience. Beginning in the 09-10 school year, La Ballona Elementary School introduced a Spanish dual language immersion program. The program is now fully implemented, K-5, and runs parallel to our TK-5 English curriculum program.

At La Ballona, we believe in a whole child/whole community approach. We understand that hunger and instability are barriers to success. With support from our parent and local communities, we have been able to implement Backpacks for Kids—a weekend food program for our neediest families; a Family Center which serves close to 20% of our school population; the PTA School Smarts parent education program to facilitate parent involvement; and the Character Counts and Kids at Hope initiatives designed to focus on positive behaviors exhibited by our students and to reduce discipline referrals.

Students at La Ballona Elementary School have continuously attained higher levels of proficiency. While many practices have been successfully implemented, staff have continued to work to identify areas for growth, as well as strategies and techniques to address remaining needs. Strong in literacy and mathematics instruction, staff at La Ballona Elementary School understood the need to work toward greater levels of student engagement and differentiation as a means to addressing the needs of an ever changing student population. Additionally, staff identified a need to strengthen existing models of intervention so that our most at risk students continue to have the same opportunity for success as their grade level peers. Through collaborative work in Professional Learning Communities, the staff at La Ballona continues to reflect upon their practice through team planning, common formative assessment, data analysis, and targeted intervention and enrichment.

Additionally, we have committed parent groups dedicated to enhancing and supporting the education of our students. Many of our classrooms have parent volunteers who help students and teachers meet and surpass their goals. After-school enrichment, homework, and academic intervention programs are located on our campus. The PTA provides assemblies and field trips that The Single Plan for Student Achievement 3 of 33 1/16/18
address content standards for all classes and raise needed funds to enhance our school. Our ELAC members advise administration on issues related to English language acquisition.

All stakeholders at La Ballona work intently to fulfill our vision through a focus on the whole child. At La Ballona Elementary school, there is no doubt that we all, as a community, expect and demand the best for our students, and we work toward the common goal of providing the best possible academic, social, and emotional education for them.

La Ballona Elementary School's Vision and Mission Statements

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 life long learners through a balanced curriculum and the cooperation between home, school, and community.

La Ballona Promises...that every student will be literate/biliterate across content...that all students will be effective problem solvers...that students will show respect for self and others...

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 life long learners who engage in professional development and who collaborate by grade level and cross grade level.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	119
Grade 1	95
Grade 2	88
Grade 3	93
Grade 4	91
Grade 5	94
Total Enrollment	580

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.2
Asian	7.2
Filipino	0.9
Hispanic or Latino	65
Native Hawaiian or Pacific Islander	0.2
White	14.8
Two or More Races	7.1
Socioeconomically Disadvantaged	55
English Learners	35.5
Students with Disabilities	8.8
Foster Youth	0

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
	2015-16	**2016-17**	**2017-18**	**2017-18**
With Full Credential	31	30	30.3	398
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	00	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

Reading/Language Arts and Content Standards

La Ballona School uses the district adopted kindergarten through fifth grade reading and writing curriculum that follows the California State Content Standards. Each grade level has standards for reading, writing, written and oral English language conventions, listening, and speaking. Students are provided instruction at their grade level with differentiation for those that are struggling or are above grade level. The Culver City Unified School District uses Houghton Mifflin Harcourt Journeys as our reading and language arts core instructional program. Teacher have been trained as well in Guided Reading/Daily 5/CAFE for language arts instruction and Writer's Workshop for writing instruction. 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. Intensive training in ELD instruction is part of the site's professional development plan.

Mathematics and Content Standards

Culver City Unified School District uses the adopted kindergarten through fifth grade mathematics curriculum that follows the California State Content Standards. Our math program is Bridges Math. La Ballona teachers have been trained extensively in Cognitively Guided Instruction and this is evident in every classroom. 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 inate ability to visualize and manipulate images - and problems in space and time using Spatial Temporal Reasoning. Spatial temporal reasoning refers to every person's ability to solve multi-step problems by visualizing components and processes in space and time, recognizing the structure of the problem, and then planning a sequence of steps that overcome the obstacles to arrive at a solution. Because ST Math+Music is non-language based, it is immediately helpful to English Language Learners.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Journeys - La Ballona School uses the district adopted kindergarten through fifth grade reading and writing curriculum that follow s 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 Houghton Mifflin Harcourt Journeys 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.	Yes	0%
Mathematics	Bridges Mathematics - Culver City Unified School District uses the adopted kindergarten through fifth grade mathematics curriculum that follow s the California State Content Standards. Our math program is Bridges Mathematics through. In addition, La Ballona Elementary School uses Cognitively Guided Instruction as a framework for mathematics instruction school wide. La Ballona supplements the district adopted standards- based mathematics curricular materials through the use of STMath in grades K-4. 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 is non-language based, it is immediately helpful to English Language Learners.	Yes	0%
Science	The curriculum for science follows the California State Standards and consists of physical science, life science, earth science and investigation and experimentation's for each grade level. The science series is Scott Forseman.	Yes	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.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Benchmark SLA - For students in our dual language program, La Ballona School uses the district adopted kindergarten through fifth grade reading and writing curriculum that follow s 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 Benchmark as our Spanish reading and language arts core instructional program. Reading and writing are assessed throughout the year using publisher and district benchmark assessments.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No Repairs needed
Interior: Interior Surfaces		X		Cleaned and repair worn, dirty carpets. Replaced worn floors.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Removed clutter and cleaned dirty floors.
Electrical: Electrical	X			No repairs needed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repaired hole in floor. Cleaned dirty floors and applied new epossy.
Safety: Fire Safety, Hazardous Materials		X		Replaced worn extension cords and expired fire extinguishers. Cleared clutter.
Structural: Structural Damage, Roofs	X			No repairs needed.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	50	53	66	67	48	48
Mathematics (grades 3-8 and 11)	36	45	50	55	36	37

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	279	98.59	52.69
Male	156	154	98.72	48.7
Female	127	125	98.43	57.6
Black or African American	13	13	100	53.85
American Indian or Alaska Native	--	--	--	--
Asian	24	23	95.83	69.57
Filipino	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	193	190	98.45	45.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100	64.52
Two or More Races	17	17	100	82.35
Socioeconomically Disadvantaged	176	174	98.86	41.95
English Learners	143	139	97.2	42.45
Students with Disabilities	26	26	100	15.38

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	283	100	45.39
Male	156	156	100	45.81
Female	127	127	100	44.88
Black or African American	13	13	100	23.08
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100	75
Filipino	--	--	--	--
Hispanic or Latino	193	193	100	39.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100	54.84
Two or More Races	17	17	100	58.82
Socioeconomically Disadvantaged	176	176	100	40
English Learners	143	143	100	36.62
Students with Disabilities	26	26	100	15.38

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	67	62	73	70	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.5	20.8	26

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.

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 (School Year 2017-18)

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, English Language Advisory Committee, School Site Council, and parent education training throughout the year. Parent training include topics such as PTA School Smarts, Math Nights, and Technology Awareness.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.2	0.0	1.5	1.1	1.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The School Safety Plan w as 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 2017.

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.

Federal Intervention Program (School Year 2017-18)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		5		23	1	4		24		5	
1	24		4		23	1	3		24		4	
2	22		4		24		4		22	2	2	
3	21	1	3		23		4		23		4	
4	22	2	2		22	2	2		23		4	
5	24		5		22	2	2		24	2	2	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other	4	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5618.0	$1031.6	$4586.5	$60706.0
District	N/A	N/A	$6482.3	$74,671
Percent Difference: School Site and District	N/A	N/A	3.5	-4.7
State	N/A	N/A	$6,574	$74,476
Percent Difference: School Site and State	N/A	N/A	-20.9	-8.9

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

Types of Services Funded (Fiscal Year 2016-17)

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

STATE:

State Lottery

FEDERAL:

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,759	$46,511
Mid-Range Teacher Salary	$74,989	$73,293
Highest Teacher Salary	$92,858	$92,082
Average Principal Salary (Elementary)	$115,944	$113,263
Average Principal Salary (Middle)	$124,324	$120,172
Average Principal Salary (High)	$120,614	$131,203
Superintendent Salary	$230,000	$213,732
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

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 ELD instruction (Integrated and Designated ELD time), 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.