

La Ballona Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 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 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Culver City Unified
Phone Number	(310) 842-4220
Superintendent	Joshua Arnold
E-mail Address	josharnold@ccusd.org
Web Site	http://www.ccusd.org

School Contact Information (School Year 2016-17)	
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

Last updated: 1/30/2017

School Description and Mission Statement (School Year 2016-17)

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.

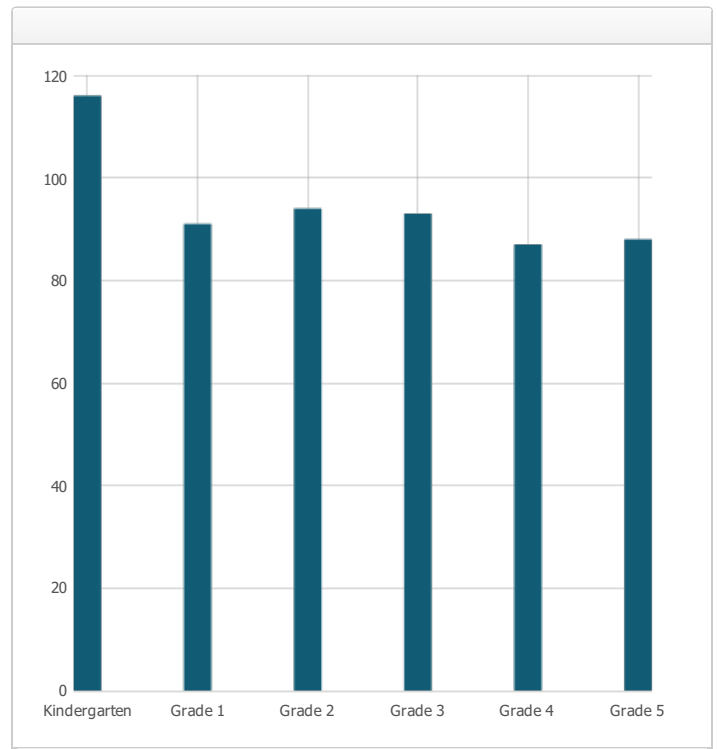
In 2009, La Ballona Elementary School launched the Dual Language Program in Spanish and has added a new grade level each year until the program was fully implemented, Kindergarten through 5th grade. In this program, students learn the core District curriculum in the target language of Spanish as well 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: 1/30/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	116
Grade 1	91
Grade 2	94
Grade 3	93
Grade 4	87
Grade 5	88
Total Enrollment	569

*Last updated: 1/30/2017***Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	5.8 %
American Indian or Alaska Native	0.2 %
Asian	6.3 %
Filipino	1.8 %
Hispanic or Latino	64.9 %
Native Hawaiian or Pacific Islander	0.2 %
White	15.3 %
Two or More Races	5.6 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	54.7 %
English Learners	38.8 %
Students with Disabilities	9.1 %
Foster Youth	0.0 %

Last updated: 1/30/2017

A. Conditions of Learning

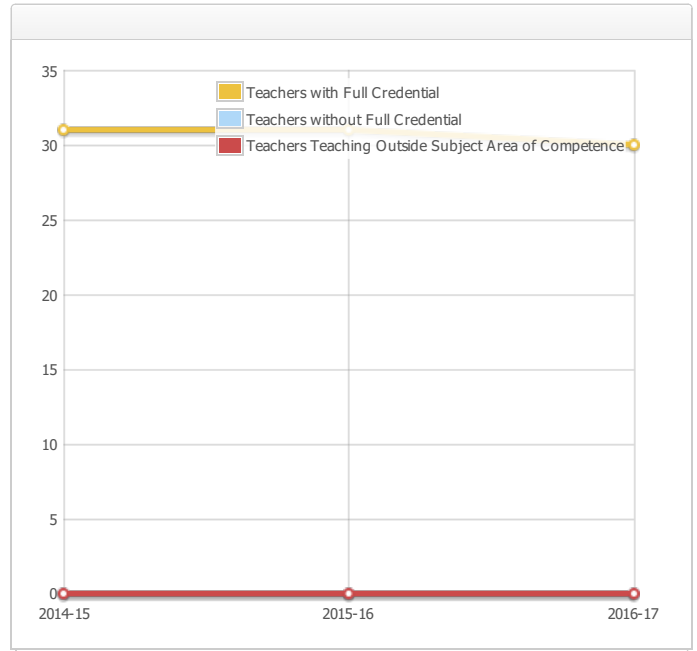
State Priority: Basic

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	31	30	392
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/30/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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.

Last updated: 1/30/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

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.	Yes	0.0 %
Mathematics	Bridges 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 Bridges Mathematics through. In addition, La Ballona Elementary School uses Cognitively Guided Instruction as a framework for mathematics instruction schoolwide. 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	0.0 %
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.	Yes	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.	Yes	0.0 %
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 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 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	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %

Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 1/30/2017

School Facility Conditions and Planned Improvements

The District provides a safe and clean environment for learning and growing. All sites have adequate classroom space, office facilities, libraries, and 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.

Last updated: 1/30/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Repairs needed
Interior: Interior Surfaces	Fair	Cleaned and repair worn, dirty carpets. Replaced worn floors.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Removed clutter and cleaned dirty floors.
Electrical: Electrical	Good	No repairs needed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Repaired hole in floor. Cleaned dirty floors and applied new epoxy.
Safety: Fire Safety, Hazardous Materials	Fair	Replaced worn extension cords and expired fire extinguishers. Cleared clutter.
Structural: Structural Damage, Roofs	Good	No repairs needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs needed.

Overall Facility Rate

Year and month of the most recent FIT report: April 2016

Overall Rating	Good
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Last updated: 1/31/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	50.0%	63.0%	66.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	35.0%	36.0%	48.0%	50.0%	34.0%	36.0%

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.

Last updated: 1/30/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	89	94.7%	42.7%
Male	48	46	95.8%	37.0%
Female	46	43	93.5%	48.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	65	97.0%	32.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	12	92.3%	58.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.2%	30.9%
English Learners	37	33	89.2%	24.2%
Students with Disabilities	11	10	90.9%	20.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/30/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	87	97.8%	53.5%
Male	43	43	100.0%	41.9%
Female	46	44	95.7%	65.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	51	98.1%	45.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	11	91.7%	81.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	51	98.1%	45.1%
English Learners	27	26	96.3%	30.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/30/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	87	100.0%	55.2%
Male	44	44	100.0%	52.3%
Female	43	43	100.0%	58.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	44.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.0%	78.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	46	100.0%	43.5%
English Learners	18	18	100.0%	16.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/30/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	92	97.9%	34.8%
Male	48	48	100.0%	35.4%
Female	46	44	95.7%	34.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	66	98.5%	25.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.0%	46.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.2%	30.9%
English Learners	37	36	97.3%	11.1%
Students with Disabilities	11	10	90.9%	10.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/30/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	88	98.9%	34.5%
Male	43	43	100.0%	27.9%
Female	46	45	97.8%	40.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	52	100.0%	21.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	11	91.7%	72.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	52	100.0%	26.9%
English Learners	27	27	100.0%	14.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/30/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	87	100.0%	40.2%
Male	44	44	100.0%	40.9%
Female	43	43	100.0%	39.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	32.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.0%	64.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	46	100.0%	34.8%
English Learners	18	18	100.0%	11.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/30/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	72.0%	67.0%	62.0%	75.0%	73.0%	70.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/30/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	87	87	100.0%	62.1%
Male	44	44	100.0%	56.8%
Female	43	43	100.0%	67.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	53.6%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	14	14	100.0%	78.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	46	100.0%	54.4%
English Learners	18	18	100.0%	27.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/30/2017

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 area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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: 1/30/2017

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 2016-17)

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 trainings throughout the year. Parent trainings include topics such as PTA School Smarts, Math Nights, and Technology Awareness.

State Priority: Pupil Engagement

Last updated: 1/30/2017

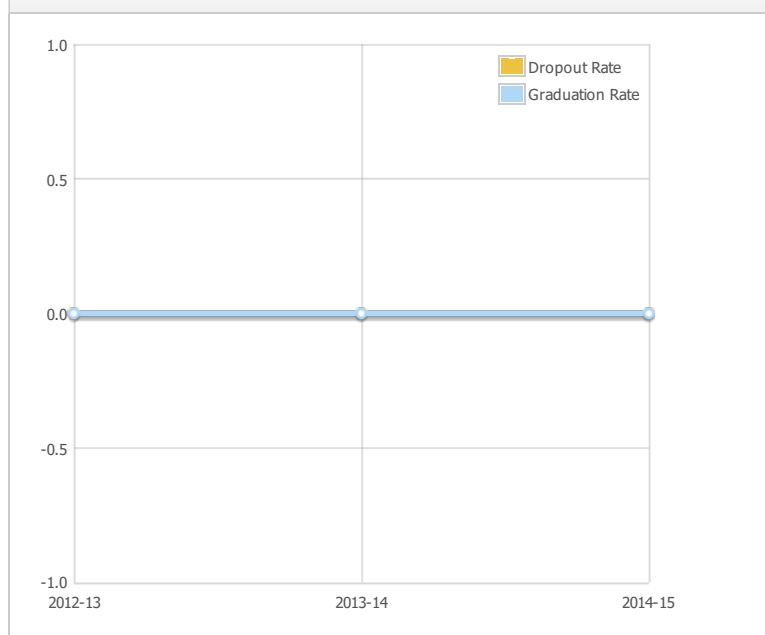
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	86.60	89.50	95.40	80.44	80.95	82.27

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



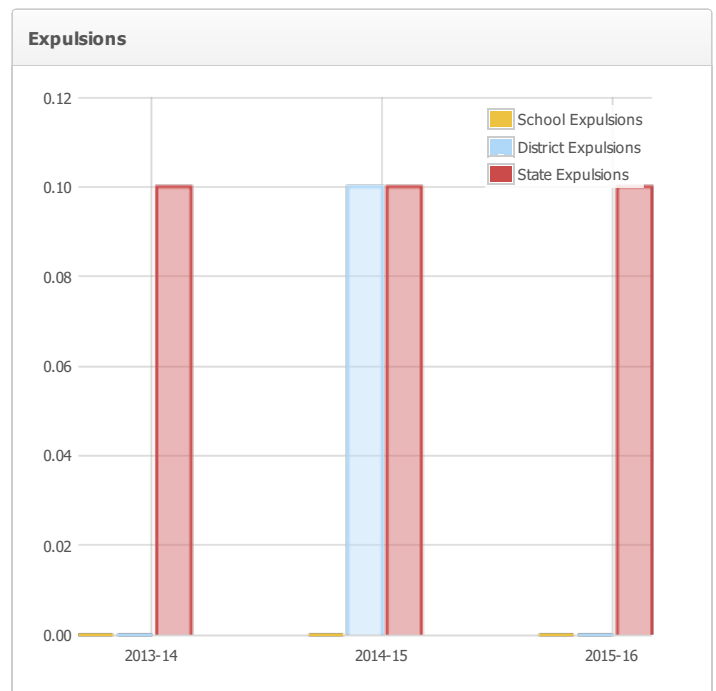
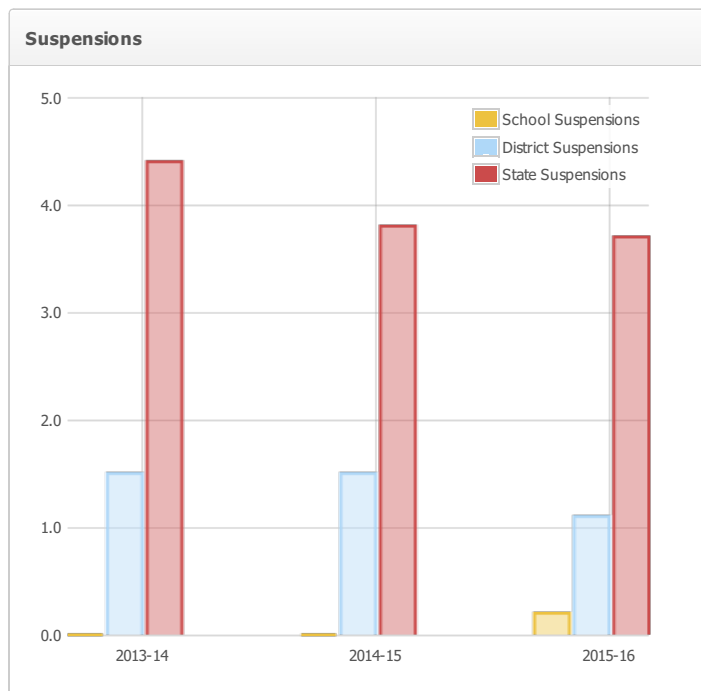
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.2	1.5	1.5	1.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1



Last updated: 1/30/2017

School Safety Plan (School Year 2016-17)

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 2016.

Last updated: 1/30/2017

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 2016-17)

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: 1/30/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	24.0	0	4	0	23.0	0	5	0	22.0	0	4	0
1	23.0	0	4	0	24.0	0	4	0	20.8	2	2	0
2	22.0	0	4	0	22.0	0	4	0	22.5		4	0
3	23.0	0	4	0	21.0	1	3	0	22.0	1	3	0
4	23.0	1	4	0	22.0	2	2	0	21.5	1	2	0
5	29.0	0	3	0	24.0	0	5	0	20.0	2	2	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/30/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.2	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	0.6	N/A
Speech/Language/Hearing Specialist	0.8	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: 1/30/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5618.0	\$1031.6	\$4586.5	\$60706.0
District	N/A	N/A	\$6482.3	\$71491.0
Percent Difference – School Site and District	--	--	71.0%	85.0%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	105.0%	82.0%

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

Last updated: 1/30/2017

Types of Services Funded (Fiscal Year 2015-16)

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

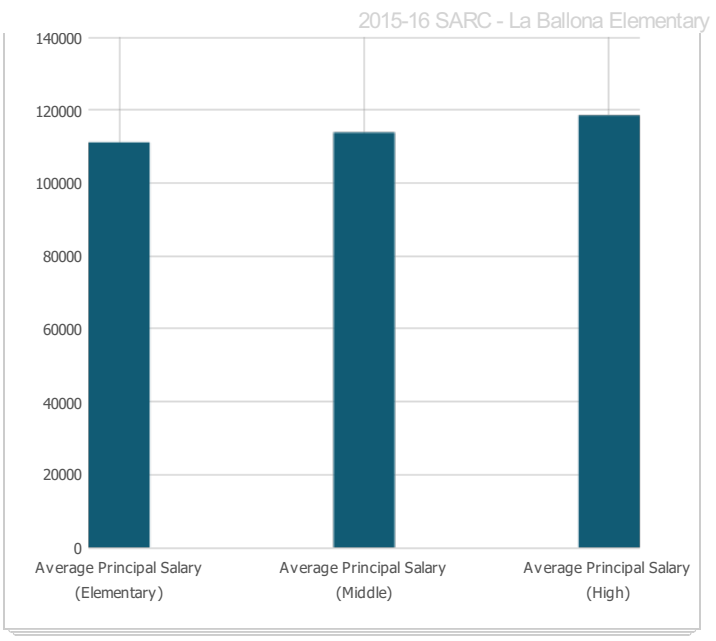
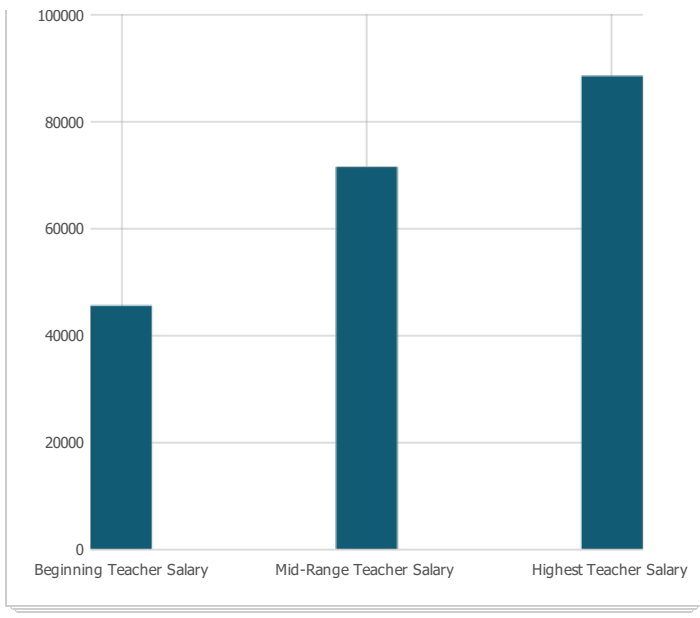
Last updated: 1/30/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,485	\$43,821
Mid-Range Teacher Salary	\$71,418	\$69,131
Highest Teacher Salary	\$88,436	\$89,259
Average Principal Salary (Elementary)	\$111,134	\$108,566
Average Principal Salary (Middle)	\$113,856	\$115,375
Average Principal Salary (High)	\$118,567	\$125,650
Superintendent Salary	\$215,000	\$198,772
Percent of Budget for Teacher Salaries	37.0%	37.0%
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: 1/30/2017

Professional Development

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: 1/30/2017