

Montemalaga Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://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.



Mrs. Jody Pastell, Principal

Principal, Montemalaga Elementary

About Our School

Montemalaga Elementary School is one of the ten elementary schools in the Palos Verdes Peninsula Unified School District. Montemalaga's students total about four hundred and forty in grades Transitional Kindergarten to Fifth Grade. The outstanding teachers and staff educate "the whole child" resulting in academic success and social/emotional understanding. Montemalaga Elementary has been named a National Blue Ribbon School, California Distinguished School, and a California Gold Ribbon School. Students are fortunate to learn in a variety of school environments such as the science lab, the school library, the music room, the technology lab, the learning center, and the general education classroom. All students benefit from weekly Physical Education instruction with a credentialed Physical Education teacher, weekly music instruction with the opportunity to join a chorus and to play a musical instrument, art education throughout the year, and special educational assemblies planned by our outstanding PTA. Montemalaga has a very strong sense of community and support. All of the stakeholders work well together to ensure that all students develop both academically and social/emotionally.

Teachers, staff, parents, and administration are very committed to preparing students to achieve academic excellence and emotional well-being in a safe, clean, and supportive environment. An important school goal is for students to become lifelong learners, to be kind, responsible, and respectable. Children are taught to make good choices and to make positive contributions to the community. Our Student Council plans community outreach projects to benefit the needs of children, adults, and even animals in our community. Montemalaga is fortunate to have generous and supportive parents. There are numerous volunteer opportunities inside and outside of the classroom. Our PTA calendar is filled with activities that greatly enhance the children's educational experiences. Some PTA events include guest speakers, family fun nights, SPIRIT assemblies, Kindness Week, Hero Week, Weekly Garden Instruction, Red Ribbon Week, a Variety Show, Reflections Contest, and Yellow Ribbon Week. Montemalaga Elementary School is busy each week with numerous activities and programs to create an exciting educational program.

Principal's Comment

Mrs. Jody Pastell

Principal Montemalaga Elementary School

Contact

*Montemalaga Elementary
1121 Via Nogales
Palos Verdes Estates, CA 90274-1671*

*Phone: 310-378-5228
E-mail: pastelji@pvpusd.net*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Palos Verdes Peninsula Unified
Phone Number	(310) 378-9966
Superintendent	Alex Cherniss
E-mail Address	chernissa@pvpusd.net
Web Site	www.pvpusd.net

School Contact Information (School Year 2018—19)	
School Name	Montemalaga Elementary
Street	1121 Via Nogales
City, State, Zip	Palos Verdes Estates, Ca, 90274-1671
Phone Number	310-378-5228
Principal	Mrs. Jody Pastell, Principal
E-mail Address	pastelli@pvpusd.net
Web Site	http://montemalaga.pvpusd.net
County-District-School (CDS) Code	19648656021299

Last updated: 12/11/2018

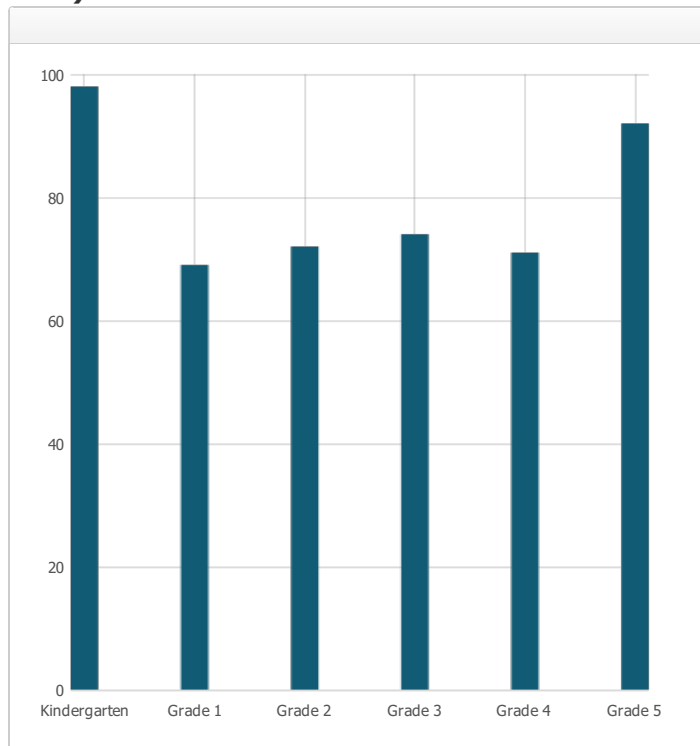
School Description and Mission Statement (School Year 2018—19)

Montemalaga Elementary provides an outstanding education for all students. Students are prepared for college and career as a result of effective instructional strategies and planning. Montemalaga emphasizes character development as we make great choices according to Coach Wooden's Pyramid of Success. Montemalaga has implemented Positive Behavior Intervention Strategies throughout the campus and for all activities. Kindness, respect, caring, personal best, and making great choices are important student behaviors at Montemalaga as we work to develop the whole child. Character traits and leadership skills are practiced through a variety of activities throughout each month. Students are learning that, "Success is happiness in your heart because you made the effort 100% to do your best. Each school week begins with the morning announcements reminding everyone of the monthly character traits and social/emotional learning. Parents also receive communication and updates about character traits and social/emotional learning. The Montemalaga staff is collaborative, creative, talented, and caring. All teachers plan weekly by grade level. Core lessons are based on the California State Standards and students are taught how to think and apply knowledge to life experiences. Montemalaga utilizes a science lab for STEM activities, special science explorations, and we have added a Lego wall this year for creative design opportunities. Montemalaga has an outdoor garden area where students receive garden instruction each month. Each of the classrooms has access to outside learning areas for small group instruction. Montemalaga Elementary provides a beautiful environment for learning. The Montemalaga motto is, "Be Your Best Self...The Choice Is Yours."

Last updated: 12/4/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	98
Grade 1	69
Grade 2	72
Grade 3	74
Grade 4	71
Grade 5	92
Total Enrollment	476



Last updated: 12/4/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.5 %
American Indian or Alaska Native	%
Asian	29.6 %
Filipino	1.7 %
Hispanic or Latino	12.6 %
Native Hawaiian or Pacific Islander	0.6 %
White	42.2 %
Two or More Races	10.1 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.3 %
English Learners	9.5 %
Students with Disabilities	6.5 %
Foster Youth	%

A. Conditions of Learning

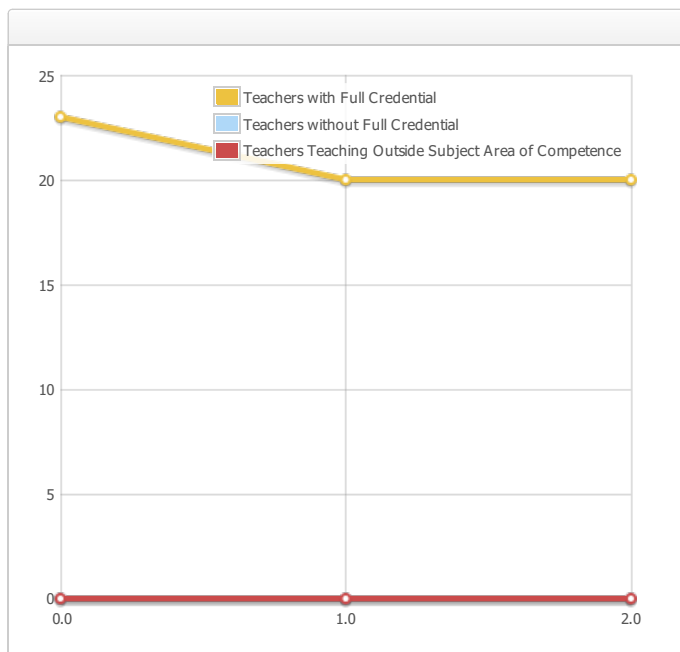
State Priority: Basic

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

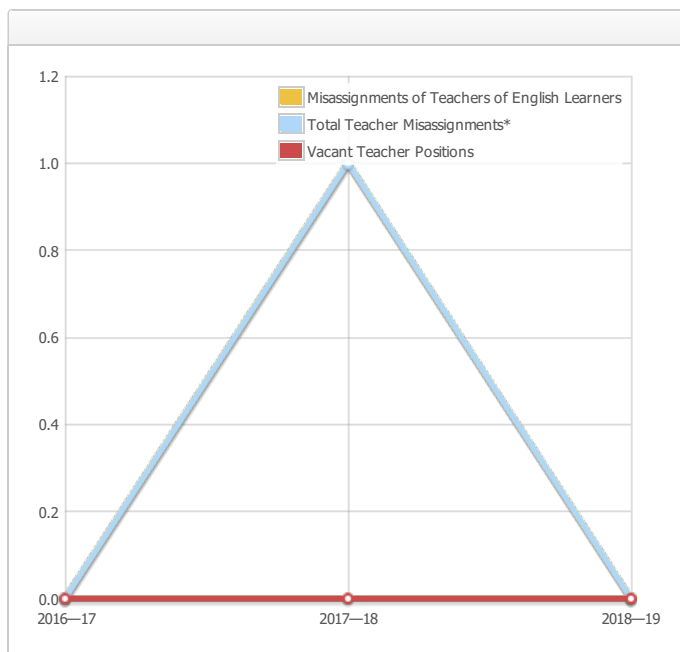
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	23	20	20	504
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/11/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	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: 12/11/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grade TK</p> <p>McGraw-Hill World of Wonders (TK) McGraw-Hill World of Wonders Student and Teacher Resource Kit - 8yr subscription bundle - 978-0-07-680217-3 McGraw-Hill Reading Little Wonders My Word book Grade Pre-K - 978-0-07-666157-2 McGraw-Hill World of Wonders Student Workspace - 8yr subscription - 978-0-07-680114-5</p> <p>Grade K</p> <p>McGraw-Hill California Wonders 2017 ELA Stu Resources - McGraw-Hill Reading Wonders California Student - 8yr subscription bundle Grade K - 978-0-07-677688-7 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners California My Language Book Grade K - 978-0-02-131134-7 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners SE Workspace - 8yr sub 6 seat Grade K - 978-0-02-133408-7</p> <p>Grade 1</p> <p>ELA Stu Resources - McGraw-Hill Reading Wonders California Student - 8yr subscription bundle Grade 1 - 978-0-07-677689-4 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners California My Language Book Grade 1 - 978-0-02-130413-4 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners SE Workspace - 8yr subscription 6 seat Grade 1 - 978-0-02-133409-4</p> <p>Grade 2</p> <p>ELA Stu Resources - McGraw-Hill Reading Wonders California Student - 8yr subscription bundle Grade 2 - 978-0-07-677691-7 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners SE Workspace 8yr subscription Grade 2 - 978-0-02-133412-4</p> <p>Grade 3</p> <p>ELA Stu Resources - McGraw-Hill Reading Wonders California Student - 8yr subscription bundle Grade 3 - 978-0-07-677693-1 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners SE Workspace 8yr subscription Grade 3 - 978-0-02-133413-1</p> <p>Grade 4</p> <p>ELA Stu Resources - McGraw-Hill Reading Wonders California Student - 8yr subscription bundle Grade 4 - 978-0-07-677694-8 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners SE Workspace 8yr subscription Grade 4 - 978-0-02-133416-2</p> <p>Grade 5</p> <p>ELA Stu Resources - McGraw-Hill Reading Wonders California Student - 8yr subscription bundle Grade 5 - 978-0-07-677696-2 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners SE Workspace 8yr subscription Grade 5 - 978-0-02-133557-2</p>	Yes	0.0 %

Mathematics

Yes

0.0 %

Kindergarten

Math In Focus, HMH, 2012 Student Ed - Set of 4 (bundle) 978-0-547-64680-0
 Student Edition, Book A Part 1; ISBN 978-0-547-62526-3
 Student Edition, Book A Part 2; ISBN 978-0-547-62528-7
 Student Edition, Book B Part 1; ISBN 978-0-547-62524-9
 Student Edition, Book B Part 2; ISBN 978-0-547-62535-5

Grade 1

Math In Focus, HMH, 2015 Student Ed Text 1A 978-0-544-19355-0
 Math In Focus, HMH, 2015 Student Ed Text 1B 978-0-544-19356-7
 Math In Focus, HMH, 2015 Workbook A 978-0-544-19380-2
 Math In Focus, HMH, 2015 Workbook B 978-0-544-19381-9

Grade 2

Math In Focus, HMH, 2015 Student Ed Text 1A 978-0-544-19357-4
 Math In Focus, HMH, 2015 Student Ed Text 1B 978-0-544-19358-1
 Math In Focus, HMH, 2015 Workbook A 978-0-544-19382-6
 Math In Focus, HMH, 2015 Workbook B 978-0-544-19383-3

Grade 3

Math In Focus, HMH, 2015 Student Ed Text 1A 978-0-544-19359-8
 Math In Focus, HMH, 2015 Student Ed Text 1B 978-0-544-19360-4
 Math In Focus, HMH, 2015 Workbook A 978-0-544-19384-0
 Math In Focus, HMH, 2015 Workbook B 978-0-544-19385-7

Grade 4

Math In Focus, HMH, 2015 Student Ed Text 1A 978-0-544-19361-1
 Math In Focus, HMH, 2015 Student Ed Text 1B 978-0-544-19362-8
 Math In Focus, HMH, 2015 Workbook A 978-0-544-19386-4
 Math In Focus, HMH, 2015 Workbook B 978-0-544-19387-1

Grade 5

Math In Focus, HMH, 2015 Student Ed Text 1A 978-0-544-19363-5
 Math In Focus, HMH, 2015 Student Ed Text 1B 978-0-544-19364-2
 Math In Focus, HMH, 2015 Workbook A 978-0-544-19388-8
 Math In Focus, HMH, 2015 Workbook B 978-0-544-19389-5

Science

Yes

0.0 %

Grade K

California Science Big Book Flip Chart, Pearson-Scott Foresman, 2008

Grades 1-2

California Science, Pupil Edition, Pearson-Scott Foresman, 2008

Grades 3-5

California Science, Pupil Edition, MacMillan/McGraw-Hill, 2008

History-Social
Science

Yes

0.0 %

Grade K

History-Social Science for California, Pearson-Scott Foresman 2007

Grade 1

California Vistas, MacMillan/McGraw-Hill, 2007
 Unit Big Book Package

Grade 2

California Vistas, MacMillan/McGraw-Hill, 2007

Grade 3

California Vistas, MacMillan/McGraw-Hill, 2007

Grade 4

California Vistas, MacMillan/McGraw-Hill, 2007

Grade 5

California Vistas, MacMillan/McGraw-Hill, 2007

Foreign Language			0.0 %
Health	Grade TK	Yes	0.0 %
	Health and Wellness, McMillan/McGraw Hill, 2006		
Visual and Performing Arts	Grades K-5	Yes	0.0 %
	Making Music, Silver Burdett		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/17/2018

School Facility Conditions and Planned Improvements

Montemalaga Elementary School is a very safe and clean school. The school's classrooms and restrooms are kept clean by the head and night custodians. Routine and work order maintenance takes place by the District Maintenance Department. Painting of buildings and markings on playground and in the parking lot are updated annually by the District Painters. Beautification projects have included tile walls, creating more outdoor learning environments, paving muddy pathways to buildings, and the addition of outdoor large games as alternative playground activities. To improve safety, window shades have been installed in two classroom wings and the main office. The District continues to work with schools to improve safety in the event of an emergency.

The handball courts and playground structures are currently being updated to ensure student safety.

Last updated: 12/5/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Ongoing contract with rodent control contractor to reduce gopher population on fields and landscaped areas.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Interior plumbing not addressed during modernization. Galvanized water lines remain. System is functional but replacement should be considered as budget allows.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Ongoing maintenance on relocatable units to extend useful life.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Repairs to play structures managed through work order system. Future replacement of surfacing to be included in facility improvement discussion.

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
----------------	------

Last updated: 12/17/2018

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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	77.0%	81.0%	78.0%	77.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	66.0%	74.0%	72.0%	72.0%	37.0%	38.0%

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.

Note: ELA and 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.

Last updated: 12/5/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	231	227	98.27%	81.06%
Male	113	109	96.46%	79.82%
Female	118	118	100.00%	82.20%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	70	69	98.57%	91.30%
Filipino	--	--	--	
Hispanic or Latino	26	24	92.31%	70.83%
Native Hawaiian or Pacific Islander	--	--	--	
White	97	96	98.97%	76.04%
Two or More Races	28	28	100.00%	89.29%
Socioeconomically Disadvantaged	--	--	--	
English Learners	27	26	96.30%	61.54%
Students with Disabilities	18	17	94.44%	17.65%
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 (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.

Last updated: 12/5/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	231	228	98.70%	73.68%
Male	113	110	97.35%	75.45%
Female	118	118	100.00%	72.03%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	70	70	100.00%	90.00%
Filipino	--	--	--	
Hispanic or Latino	26	24	92.31%	54.17%
Native Hawaiian or Pacific Islander	--	--	--	
White	97	96	98.97%	66.67%
Two or More Races	28	28	100.00%	82.14%
Socioeconomically Disadvantaged	--	--	--	
English Learners	27	27	100.00%	62.96%
Students with Disabilities	18	17	94.44%	11.76%
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 (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.

Last updated: 12/5/2018

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	6.0%	19.0%	58.0%

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: 12/10/2018

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

Montemalaga Elementary is proud of a tradition of enthusiastic and helpful parent volunteers. Parents are encouraged to volunteer in a variety of roles: Art At Your Fingertips, classroom small group instruction, library helpers, technology lab helpers, PTA Board positions, School Site Council Representatives, Multicultural Committee, Special PTA events and programs scheduled throughout the year, English Language Advisory Council, and class field trips. All volunteers attend an informational Volunteer meeting and/or receive a Parent Volunteer Handbook at the beginning of the school year. Volunteers must have a certificate of completion Tuberculosis risk assessment and/or examination on file at the school. All volunteers maintain a professional standard while working and sign-in at the office when on campus. All volunteers must wear a visitor badge when at Montemalaga. All volunteers also receive emergency preparedness information concerning the school.

Volunteer information may be obtained by contacting the school office at (310) 378-5228 ext. 233.

State Priority: Pupil Engagement

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

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

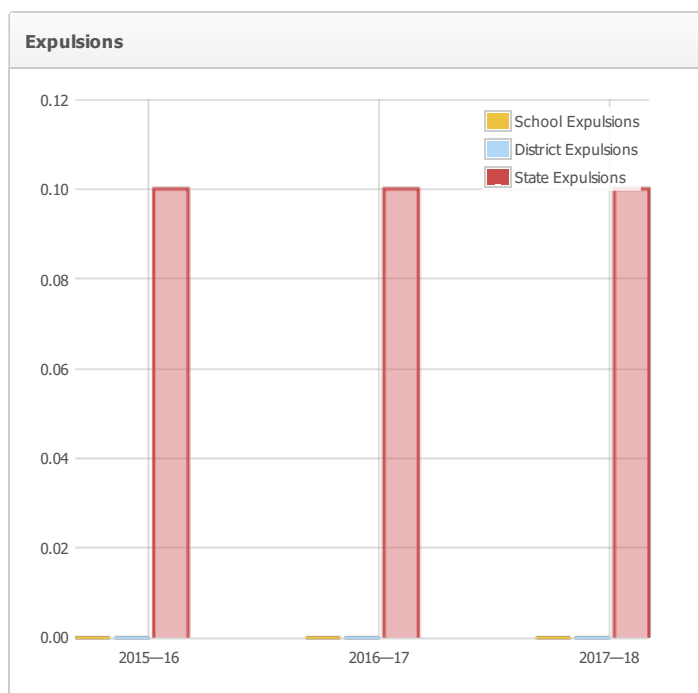
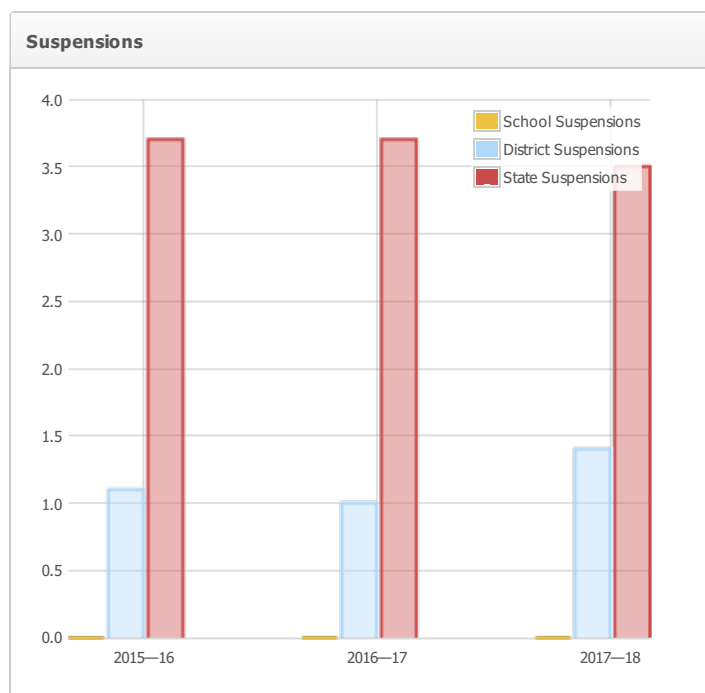
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	1.1%	1.0%	1.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/12/2018

School Safety Plan (School Year 2018—19)

Montemalaga Elementary School provides a very safe school environment for all students. Clear expectations are explained to students at the beginning of the school year and at all SPIRIT assemblies throughout the school year. Montemalaga does not have any students suspended for Safe School violations during the 2017-2018 year. The school has implemented a Positive Behavior Intervention Support program where students, staff, and parents practice and are expected to behave with the following: respect and responsibility, kindness and caring, friendship and doing their personal best. Weekly morning announcements, teacher activities, assemblies, community service, etc. support the positive school environment goal.

Social/Emotional Learning takes place weekly through weekly announcements and words of wisdom. Students are taught strategies how to calm down, identify their feelings, and know how to breathe/count and use positive self-talk before acting. Montemalaga is a safe school where kindness is demonstrated daily.

Our attendance rate continues to be greater than 97%. School staff and PTA are able to remind parents about the importance of school attendance for academic success. Montemalaga selects days throughout the year to award students who are attending school that day.

There is open communication with parents, staff, and administration resulting in clearly stated student expectations and safety guidelines. Additionally, the yard supervision does an excellent job making sure that students are safe on the playground.

The Comprehensive School Safety Plan is reviewed by the School Site Council and staff in February of each year.

2017-18 Comprehensive School Safety Plan was adopted by School Site Council on February 7, 2018 and approved by District Governing Board on February 28, 2018.

Last updated: 12/13/2018

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	3	
1	24.0		3	
2	26.0		2	
3	23.0		4	
4	32.0		2	1
5	32.0		3	
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		4	
1	24.0		3	
2	24.0		3	
3	23.0		3	
4	27.0		3	
5	33.0		1	2
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		4	
1	23.0		3	
2	24.0		3	
3	25.0		3	
4	32.0		2	
5	33.0		1	2
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 12/5/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

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)	0.3	N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other	0.8	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: 12/11/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5592.0	\$4.7	\$5587.3	\$72788.4
District	N/A	N/A	\$10550.7	\$79966.0
Percent Difference – School Site and District	N/A	N/A	-47.0%	-9.0%
State	N/A	N/A	\$6574.0	\$79128.0
Percent Difference – School Site and State	N/A	N/A	-52.0%	-8.0%

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

Last updated: 12/14/2018

Types of Services Funded (Fiscal Year 2017—18)

For the 2017-18 school year, Palos Verdes Peninsula Unified School District spent an average of \$10,922.28 to educate each student (based on 2017-18 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction and certain other expenditures. This calculation is required by law annually and is compared to other districts statewide. In addition to general fund state funding, Palos Verdes Peninsula Unified receives federal, state and local funding for special programs. For the 2017-18 school year, the District received approximately \$753.20 per student in federal, state and local aid for the following categorical, special education and support programs:

Title I

Special Education IDEA Local Assistance

Special Education IDEA Preschool

Special Education IDEA Preschool Local Entitlement

Special Education IDEA Mental Health

Special Education IDEA Preschool Staff Development

Career and Technical Education

Title II

Title III

Restricted Lottery

Special Education (AB602)

Special Education Mental Health Services

Tobacco Use Prevention Education

Specialized Secondary Programs

Music Donation Grant

State Library Grant

AXA Foundation Grant

PEF-STEM

PEF Site Grant

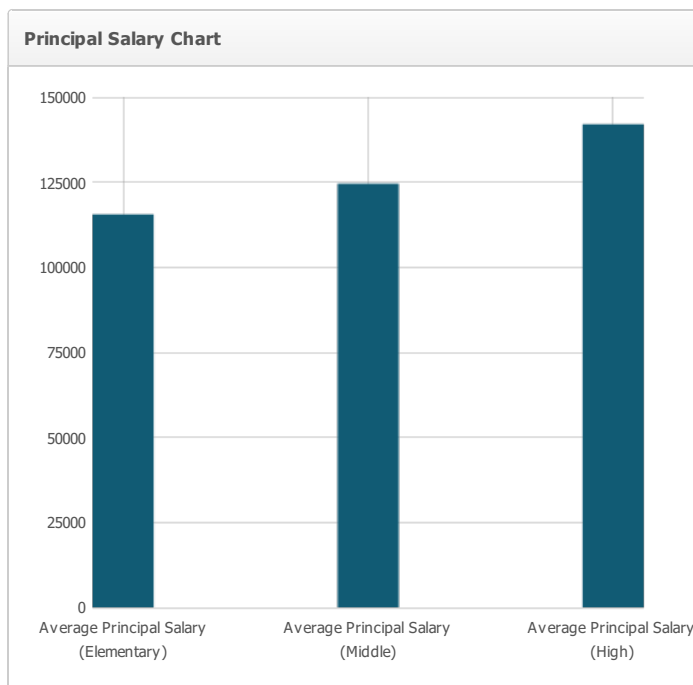
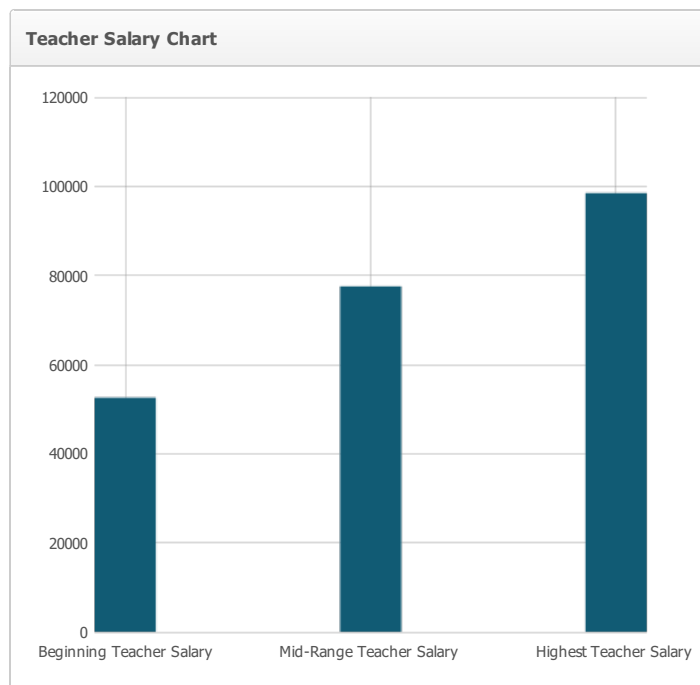
Special Children's League

Los Angeles County Arts Commission

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,571	\$49,512
Mid-Range Teacher Salary	\$77,531	\$77,880
Highest Teacher Salary	\$98,471	\$96,387
Average Principal Salary (Elementary)	\$115,528	\$123,139
Average Principal Salary (Middle)	\$124,573	\$129,919
Average Principal Salary (High)	\$142,026	\$140,111
Superintendent Salary	\$281,576	\$238,324
Percent of Budget for Teacher Salaries	38.0%	36.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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



Last updated: 12/5/2018

Professional Development

Montemalaga teachers attend scheduled professional development days throughout the school year. Professional development days are at the beginning of each school year and during a student-free day in January. At the end of the year, teachers are invited to attend meeting to help plan for the following year. Professional Development is very effective for grade levels during the school year to support the implementation of effective Math strategies, English Language Arts Adoption and the New Generation Science Standards. Additional staff development will include assessment and improving strategies of instruction.

The Montemalaga faculty continues each year to implement the teaching of outstanding writing strategies. Professional Development in the area of writing and Writer’s Workshop has taken place annually for the last three years. The Montemalaga faculty is a community of learners. All teachers have planning and collaboration time on Mondays when the school has early dismissal.

Teachers often lead monthly professional development at faculty meetings. The topics are determined by the faculty.

The entire staff has received emergency preparedness training on August, 2018.

Teachers are provided opportunities to attend trainings and conferences such as Computer Using Educators (CUE) each year. The PTA offers support to help with this Professional Development.

The School Site Council helps to determine the goals which are supported by student data and have the need for Professional Development.

Last updated: 12/11/2018