

Soleado Elementary

School Accountability Report Card Reported Using Data from the 2018—19 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. Michele Marcus, Principal

Principal, Soleado Elementary

About Our School

Soleado Elementary School opened its doors in 1968 as a school of cooperative teaching. Soleado is unique, as its distinctive architectural design provides for individual classrooms, as well as open instructional areas in each building. This allows for small group instruction to occur in each classroom, and large group instruction to occur within and across grade levels. We are proud to offer programs to our students that reflect an active and on-going collaboration with teachers and parents. I am proud to say that the Soleado Faculty meets on a daily basis to discuss classroom instruction and instructional practices. Our teachers are committed to bringing a quality program to all of our students. This collaborative teaching design is instrumental in allowing our students to access the curriculum and achieve academic success, as well as foster a positive sense of family among our students, staff, and parents. We are proud to say that our school is composed of a culturally diverse student body. Our students represent many countries from around the world. Our parents are extremely active in the Soleado Parent Teacher Association and Booster Club, as well as volunteers in our classrooms. The high level of parent involvement sends a message to our students that they are important and that we value their academic progress. We pride ourselves in being the "Happy School" and will continue to live up to that name.

Contact

Soleado Elementary
27800 Longhill Dr.
Rancho Palos Verdes, CA 90275-3909

Phone: 310-377-6854
Email: marcusm@pvpusd.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Palos Verdes Peninsula Unified
Phone Number	(310) 378-9966
Superintendent	Alex Cherniss
Email Address	chernissa@pvpusd.net
Website	www.pvpusd.net

School Contact Information (School Year 2019—20)	
School Name	Soleado Elementary
Street	27800 Longhill Dr.
City, State, Zip	Rancho Palos Verdes, Ca, 90275-3909
Phone Number	310-377-6854
Principal	Mrs. Michele Marcus, Principal
Email Address	marcusm@pvpusd.net
Website	http://soleado.pvpusd.net
County-District-School (CDS) Code	19648656021356

Last updated: 12/19/2019

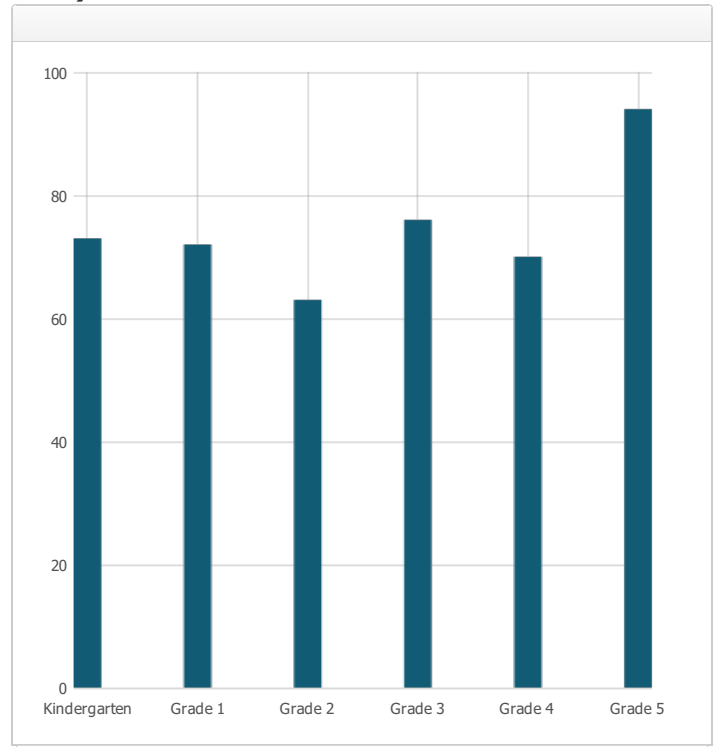
School Description and Mission Statement (School Year 2019—20)

Soleado Elementary School is dedicated to educating the whole child, creating lifelong learners to the fullest extent possible, promoting positive self-esteem, and preparing responsible and productive citizens for a challenging and technologically driven 21st century.

Last updated: 12/16/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	73
Grade 1	72
Grade 2	63
Grade 3	76
Grade 4	70
Grade 5	94
Total Enrollment	448



Last updated: 12/19/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.80 %
American Indian or Alaska Native	%
Asian	50.40 %
Filipino	2.50 %
Hispanic or Latino	12.90 %
Native Hawaiian or Pacific Islander	0.20 %
White	19.60 %
Two or More Races	11.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	9.60 %
English Learners	21.70 %
Students with Disabilities	8.00 %
Foster Youth	0.20 %
Homeless	0.20 %

A. Conditions of Learning

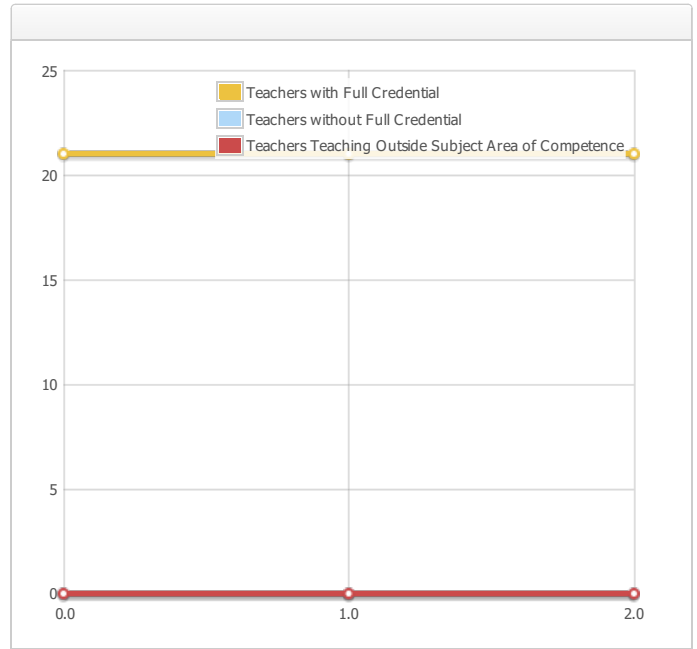
State Priority: Basic

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

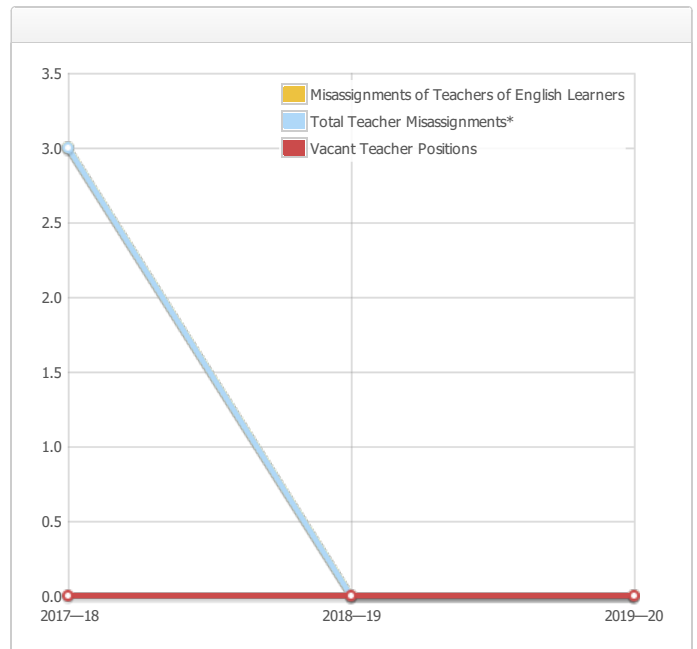
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	21	21	21	504
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	3	0	0
Total Teacher Misassignments*	3	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: 12/18/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;">Grade TK</p> <p style="text-align: center;">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 style="text-align: center;">Grade K</p> <p style="text-align: center;">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 style="text-align: center;">Grade 1</p> <p style="text-align: center;">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 style="text-align: center;">Grade 2</p> <p style="text-align: center;">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 style="text-align: center;">Grade 3</p> <p style="text-align: center;">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 style="text-align: center;">Grade 4</p> <p style="text-align: center;">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 style="text-align: center;">Grade 5</p> <p style="text-align: center;">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	0.00 %
Mathematics	<p style="text-align: center;">Kindergarten</p> <p style="text-align: center;">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</p>	Yes	0.00 %

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	Grade K	Yes	0.00 %
	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	Grade K	Yes	0.00 %
	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			0.00 %
Health	Grade TK Health and Wellness, McMillan/McGraw Hill, 2006	Yes	0.00 %
	Grades K-5 Health and Fitness, Harcourt School Publishers, 2006		
Visual and Performing Arts	Grades K-5 Making Music, Silver Burdett	Yes	0.0 %
Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %

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

Last updated: 12/18/2019

School Facility Conditions and Planned Improvements

PVPUSD sites have not seen significant Modernization Projects in many years. School sites are in "Fair" condition and kept safe and functional by requests through Work Order System. Recent recommendations from a Facilities Advisory Committee have been presented to the Board of Education with a request for the Board to investigate methods to fund these priorities.

Last updated: 12/18/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Ongoing maintenance of older equipment required for function.
Interior: Interior Surfaces	Fair	Repairs ongoing using work order system.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Ongoing contract for Gopher control required. Continued District staff monitoring for rodents.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	1 drinking fountain was removed pending drain repair which will require substantial concrete removal. Interior plumbing not addressed during modernization; galvanized water lines remain; system is functional. Restroom upgrades included in Facilities Modernization Plan.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Panels covering HVAC units to be replaced, requires custom metal work or similar replacement.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Fence repair/replacement performed during Summer 2019. Playground Equipment surfacing to be monitored for future replacement.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Fair
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Last updated: 12/18/2019

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	81%	82%	77%	78%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	75%	80%	72%	72%	38.0%	39.0%

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: 12/19/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	249	238	95.58%		81.93%
Male	127	126	99.21%		78.57%
Female	122	112	91.80%		85.71%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	124	115	93%		88.70%
Filipino	--	--	--		
Hispanic or Latino	34	33	97.06%		72.73%
Native Hawaiian or Pacific Islander					
White	48	47	97.92%		72.34%
Two or More Races	29	29	100.00%		86.21%
Socioeconomically Disadvantaged	27	26	96.30%		69.23%
English Learners	72	63	87.50%		74.60%
Students with Disabilities	29	28	96.55%		57.14%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

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: 12/19/2019

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	249	243	97.59%		80.25%
Male	127	127	100.00%		81.10%
Female	122	116	95.08%		79.31%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	124	120	97%		90.83%
Filipino	--	--	--		
Hispanic or Latino	34	33	97.06%		60.61%
Native Hawaiian or Pacific Islander					
White	48	47	97.92%		70.21%
Two or More Races	29	29	100.00%		86.21%
Socioeconomically Disadvantaged	27	26	96.30%		61.54%
English Learners	72	68	94.44%		82.35%
Students with Disabilities	29	28	96.55%		42.86%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

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: 12/19/2019

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 2018—19)

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	15.00%	17.00%	55.00%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/14/2020

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 2019—20)

We pride ourselves as a school that provides many opportunities for parent involvement. Currently we have a PTA, Booster Club, JPA (Japanese Parent Association), KPA (Korean Parent Association), TPA (Taiwanese Parent Association). These groups provide volunteer opportunities for parents on a daily basis. We will continue to make sure parents feel welcomed on the campus and acknowledge their importance as contributors to their child's education. Our website is consistently updated with school information so our parents can stay informed. Currently many of our parents, grandparents, and community members engage in a wide variety of volunteer service to our school. We are proud to say that our students receive volunteer support through daily academic activities, RTI interventions, Art At Your Fingertips Program, garden lessons, flexible groupings, and numerous PTA and Booster Club sponsored activities, and well as the enhancement from the exciting multicultural experiences that occur throughout the year. The PTA supports all areas of the instructional program and The Booster Club coordinates the fundraising to support the PTA programs and school improvements. These organizations have enabled our school to benefit from field trips, cultural enrichment assemblies, character education, performing arts, and campus beautification. This continued support has benefited all of our students. For more information on how to get involved in any of our parent associations, please contact the school office at(310)-377-6854.

State Priority: Pupil Engagement

Last updated: 12/16/2019

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.20%	0.20%	1.00%	1.40%	1.30%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/19/2019

School Safety Plan (School Year 2019—20)

Our Comprehensive School Safety Plan is annually reviewed, updated and discussed with school staff. Our current plan was developed and adopted by School Site Council on January 28, 2019 and includes information regarding disaster response procedures, procedures for safe ingress and egress from school, as well as procedures to ensure a safe and orderly school environment. A review of our school indicates that the students, parents, and staff of Soleado are safe on campus, off campus at school-sponsored events, and traveling directly to and from school. Soleado performs regular practice emergency drills which include: fire drills, drop and cover drills, lockdown, earthquake drills, evacuation drills, etc. Soleado participates in the annual "Great American Shake Out" and is constantly seeking feedback to improve our earthquake and emergency preparedness. During the 2018-2019 school year, there was one suspension reported at Soleado. There were no instances of hate crimes. Soleado creates a safe school environment. The school implements programs and practices to address bullying that are aligned to District policy.

Last updated: 12/16/2019

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		4	
1	26.00		3	
2	25.00		3	
3	24.00		3	
4	32.00		3	
5	34.00			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	24.00		3	
1	25.00		2	
2	24.00		4	
3	23.00		3	
4	27.00		3	
5	33.00			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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		3	
1	24.00		3	
2	21.00		3	
3	25.00		3	
4	23.00		3	
5	31.00		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.

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.80
Other	1.00

*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: 1/6/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6686.40	\$268.29	\$6418.11	\$83183.81
District	N/A	N/A	--	\$83508.00
Percent Difference – School Site and District	N/A	N/A	-0.39%	0.00%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-0.45%	0.03%

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

Last updated: 1/6/2020

Types of Services Funded (Fiscal Year 2018—19)

For the 2018-19 school year, Palos Verdes Peninsula Unified School District spent an average of \$11,654.82 to educate each student (based on 2018-19 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 2018-19 school year, the District received approximately \$1,020.95 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

Specialized Secondary Programs

Restricted Lottery

Special Education (AB602)

SELPA Regionalized Program

Special Education Mental Health Services

Tobacco Use Prevention Education

Classified Employee PD Block Grant

Low Performing Student Block Grant

Music Donation Grant

CalMHSA Grant

PEF-STEM

PEF Site Grant

Special Children's League

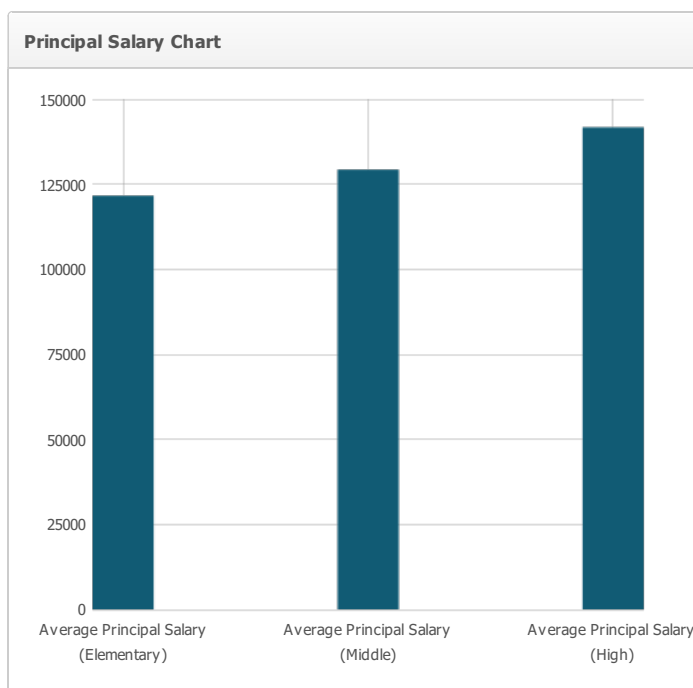
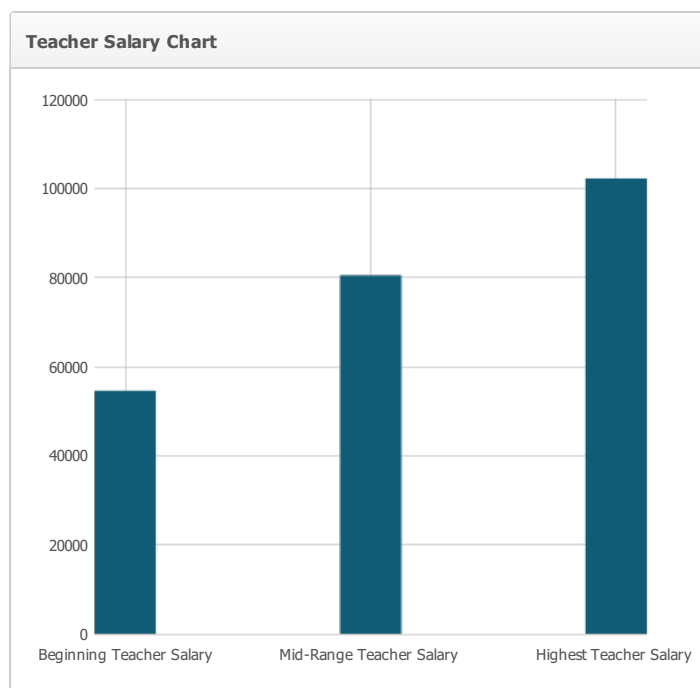
Los Angeles County Arts Commission

Last updated: 12/19/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,557	\$51,374
Mid-Range Teacher Salary	\$80,459	\$80,151
Highest Teacher Salary	\$102,189	\$100,143
Average Principal Salary (Elementary)	\$121,629	\$126,896
Average Principal Salary (Middle)	\$129,279	\$133,668
Average Principal Salary (High)	\$141,722	\$143,746
Superintendent Salary	\$296,952	\$245,810
Percent of Budget for Teacher Salaries	37.00%	35.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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



Last updated: 12/19/2019

Professional Development

2017-18 = 5 Full Days, 10 Partial Days

2018-19 = 6 Full Days, 10 Partial Days

2019 -20 = 33 Full Days, 14 Partial Days

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	15	16	47

Last updated: 12/20/2019