

Soleado 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.



Ms. Michele Marcus

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 Palms Verdes, CA 90275-3909*

*Phone: 310-377-6854
E-mail: marcusm@pvpsd.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	Soleado Elementary
Street	27800 Longhill Dr.
City, State, Zip	Rancho Palos Verdes, Ca, 90275-3909
Phone Number	310-377-6854
Principal	Ms. Michele Marcus
E-mail Address	marcusm@pvpusd.net
Web Site	http://soleado.pvpusd.net
County-District-School (CDS) Code	19648656021356

Last updated: 12/12/2018

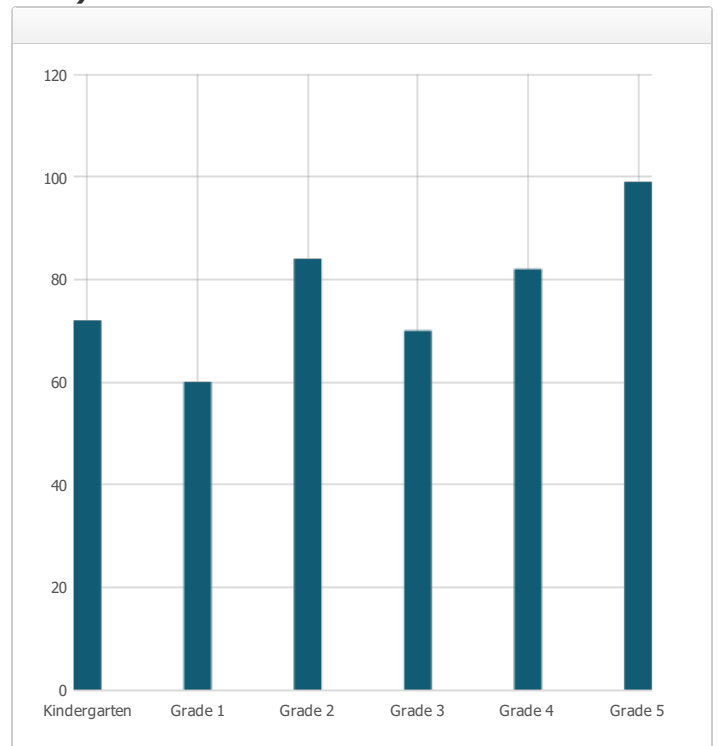
School Description and Mission Statement (School Year 2018—19)

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: 12/12/2018

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

Grade Level	Number of Students
Kindergarten	72
Grade 1	60
Grade 2	84
Grade 3	70
Grade 4	82
Grade 5	99
Total Enrollment	467



Last updated: 11/30/2018

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

Student Group	Percent of Total Enrollment
Black or African American	1.9 %
American Indian or Alaska Native	%
Asian	50.5 %
Filipino	3.2 %
Hispanic or Latino	12.8 %
Native Hawaiian or Pacific Islander	0.2 %
White	21.4 %
Two or More Races	9.2 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	7.3 %
English Learners	25.5 %
Students with Disabilities	6.4 %
Foster Youth	%

A. Conditions of Learning

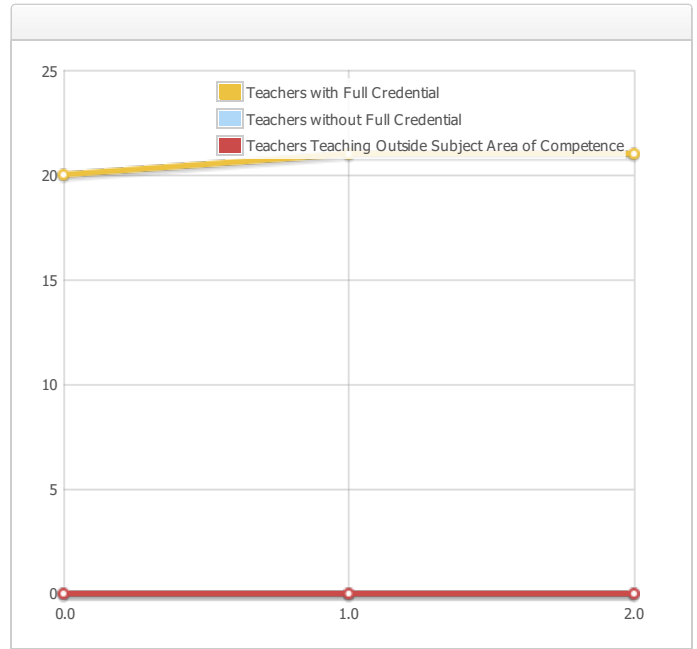
State Priority: Basic

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

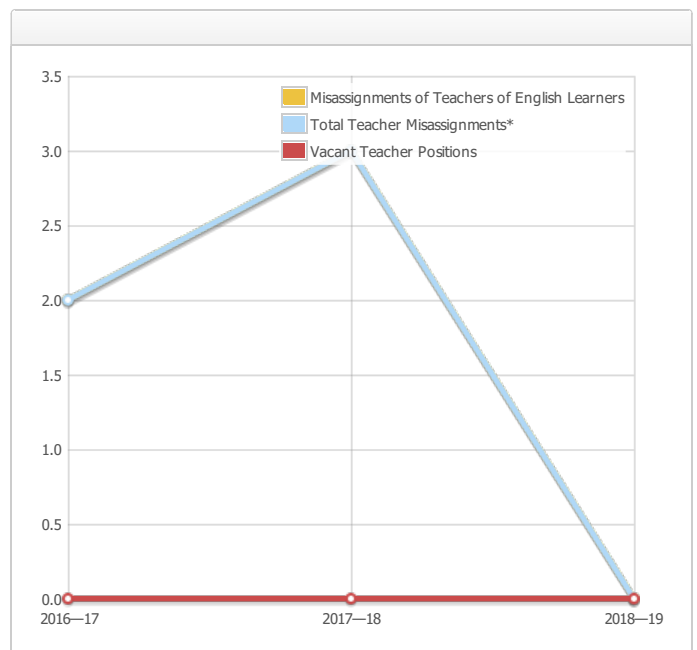
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	20	21	21	504
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/12/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	2	3	0
Total Teacher Misassignments*	2	3	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: 12/12/2018

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	Kindergarten	Yes	0.0 %
	<p>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>		
	Grade 1		
	<p>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</p>		
	Grade 2		
	<p>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</p>		
	Grade 3		
	<p>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</p>		
	Grade 4		
	<p>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</p>		
	Grade 5		
	<p>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</p>		
Science	Grade K	Yes	0.0 %
	<p>California Science Big Book Flip Chart, Pearson-Scott Foresman, 2008</p>		
	Grades 1-2		
	<p>California Science, Pupil Edition, Pearson-Scott Foresman, 2008</p>		
	Grades 3-5		
	<p>California Science, Pupil Edition, MacMillan/McGraw-Hill, 2008</p>		
History-Social Science	Grade K	Yes	0.0 %
	<p>History-Social Science for California, Pearson-Scott Foresman 2007</p>		
	Grade 1		
	<p>California Vistas, MacMillan/McGraw-Hill, 2007 Unit Big Book Package</p>		

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

Soleado Elementary continues to be well maintained and is in good condition. Repairs are conducted by the district maintenance department as part of the scheduled up-keep of the facility or on an as needed basis. Security enhancements we are currently working on with the District include: reviewing the existing outside fence line to repair any breaks, installing new gate locks, redoing outside entry keys, and improving our outside lighting and signage.

Last updated: 11/30/2018

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	Fair	Repairs ongoing using work order system.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	One drinking fountain was removed pending drain repair. Maintenance staff to provide further investigation. 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	Panels covering HVAC units to be replaced. Requires custom metal work. Repair in progress.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Fences need repair/replacement. Will be included in facility improvement discussion.

Overall Facility Rate

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

Overall Rating	Good
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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)	81.0%	81.0%	78.0%	77.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	79.0%	75.0%	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: 11/30/2018

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	261	239	91.57%	80.75%
Male	137	122	89.05%	76.23%
Female	124	117	94.35%	85.47%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	139	120	86.33%	88.33%
Filipino	--	--	--	
Hispanic or Latino	40	39	97.50%	64.10%
Native Hawaiian or Pacific Islander				
White	46	45	97.83%	84.44%
Two or More Races	21	20	95.24%	75.00%
Socioeconomically Disadvantaged	27	24	88.89%	75.00%
English Learners	81	63	77.78%	79.37%
Students with Disabilities	27	25	92.59%	40.00%
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: 11/30/2018

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	261	255	97.70%	74.51%
Male	137	133	97.08%	73.68%
Female	124	122	98.39%	75.41%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	139	136	97.84%	90.44%
Filipino	--	--	--	
Hispanic or Latino	40	39	97.50%	46.15%
Native Hawaiian or Pacific Islander				
White	46	45	97.83%	64.44%
Two or More Races	21	20	95.24%	55.00%
Socioeconomically Disadvantaged	27	25	92.59%	76.00%
English Learners	80	78	97.50%	79.49%
Students with Disabilities	27	25	92.59%	32.00%
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: 11/30/2018

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	21.0%	24.0%	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.

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)

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.

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

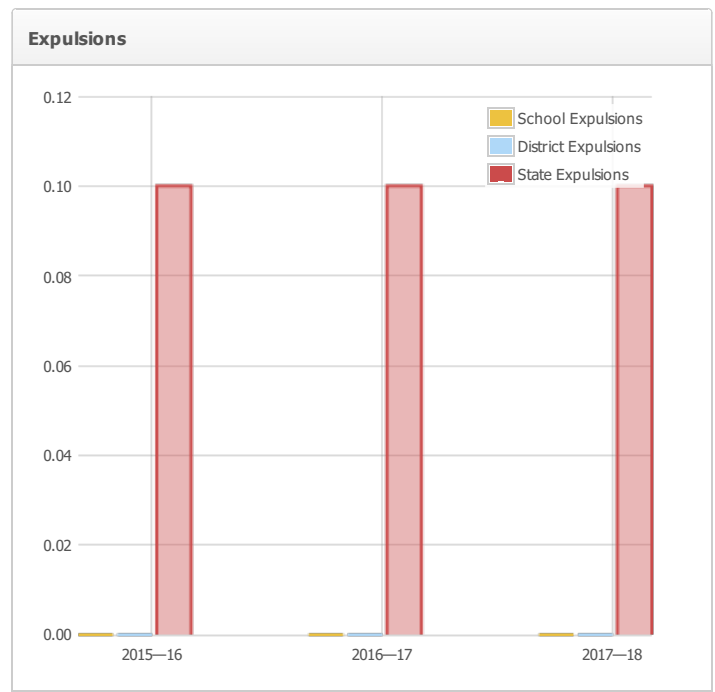
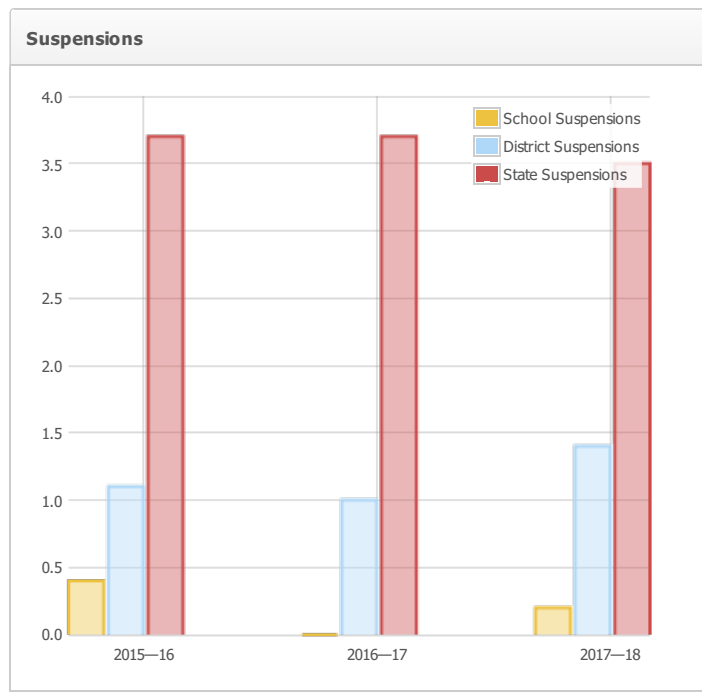
State Priority: School Climate

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	0.4%	0.0%	0.2%	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)

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 2017-2018 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.

2017-18 Comprehensive School Safety Plan was adopted by School Site Council on February 2, 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		4	
1	24.0		3	
2	24.0		3	
3	23.0		4	
4	33.0		1	1
5	33.0			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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		4	
1	26.0		3	
2	25.0		3	
3	24.0		3	
4	32.0		3	
5	34.0			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	24.0		3	
1	25.0		2	
2	24.0		4	
3	23.0		3	
4	27.0		3	
5	33.0			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.

Last updated: 11/30/2018

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)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	1.8	N/A
Other		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: 11/30/2018

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	\$5858.0	\$139.7	\$5718.3	\$79278.4
District	N/A	N/A	\$10550.7	\$79966.0
Percent Difference – School Site and District	N/A	N/A	-44.0%	-1.0%
State	N/A	N/A	\$6574.0	\$79128.0
Percent Difference – School Site and State	N/A	N/A	-50.0%	0.0%

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

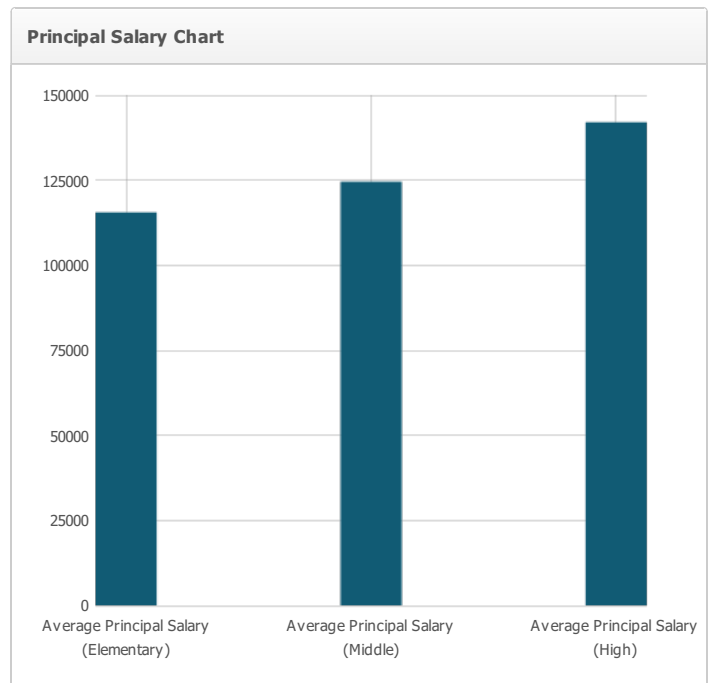
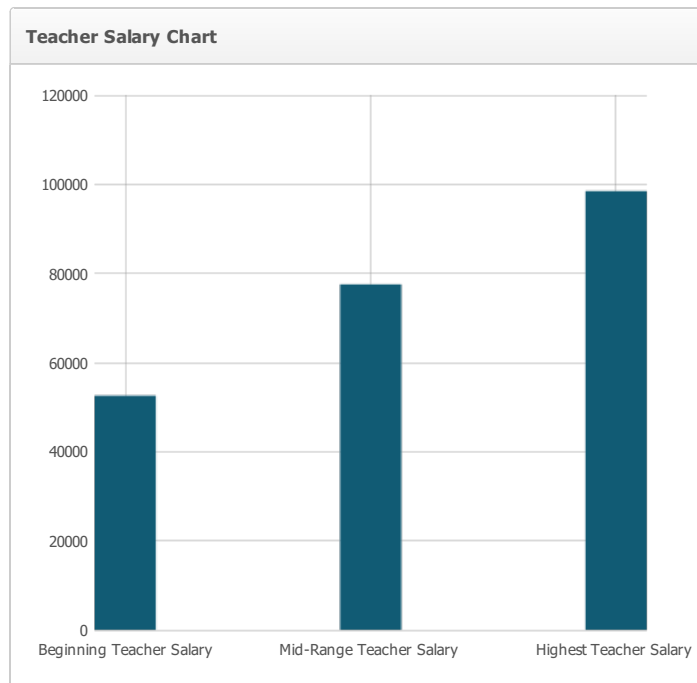
Special Children's League

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: 12/12/2018

Professional Development

Professional Development is coordinated by the District Office for all schools. Elementary teachers are given opportunities to meet throughout the school year, often by grade level, either during the two full-day district-wide professional development days, or during after school workshop opportunities. Additionally, there are often opportunities for professional development and collaboration during the summer. As a school site we meet as a staff, one to two times a month, to focus on both the District and site specific professional development goals. Grade level teams also meet weekly, to collaborate and share best practices. Soleado has aligned its professional development goals with the PVPUSD long range plans for professional development. A focus of Soleado's professional development, both in the 2017-18 and 2018-19 school years, has been on the Next Generation Science Standards and the District's newly adopted Elementary Language Arts Curriculum. Teachers at Soleado have also received beginner and refresher training in Cognitively Guided Math Instruction (CGI). Since the 2017-18 school year, a team of Soleado staff has been attending Positive Behavior Intervention and Support Training and is currently in year two of establishing a school-wide PBIS System. Combining social emotional support with a structured PBIS plan has been an important focus for Soleado in both the 2017-18 and 2018-19 school years. As part of the cycle of continuous improvement, the Soleado staff continues to refine our practices in formative assessment and effective feedback.

Last updated: 12/17/2018