

Mira Catalina 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.

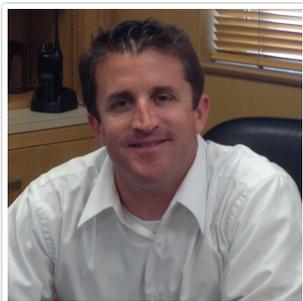
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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.



Mr. Brett Egan, Principal

Principal, Mira Catalina Elementary

About Our School

Mira Catalina Elementary School is dedicated to the development of the whole child, providing a solid foundation that stimulates thought, wonder, and a life-long passion for learning. Students, staff, parents, and the Mira Catalina community share the responsibility of creating a positive environment that empowers all students to reach their fullest potential in all core areas as well as character development. The Mira Catalina Elementary School provides a positive and safe academic environment that strives to create independent, well-rounded, life-long learners. Establishing a sense of Community where students, teachers, and parents feel connected to and supported by one another. The Six Pillars of Character Education are ethical values to help guide our choices: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

Principal's Comment

Mira Catalina Elementary School is dedicated to the development of the whole child, providing a solid foundation that

stimulates thought, wonder, and a life-long passion for learning. Students, staff, parents, and the Mira Catalina community

share the responsibility of creating a positive environment that empowers all students to reach their fullest potential in all

core areas as well as character development. The Mira Catalina Elementary School provides a positive and safe academic

environment that strives to create independent, well-rounded, life-long learners. Establishing a sense of Community where

students, teachers, and parents feel connected to and supported by one another.

The Six Pillars of Character Education are ethical values to help guide our choices: Trustworthiness, Respect,

Responsibility, Fairness, Caring and Citizenship.

Encouraging individual initiative

Contact

Mira Catalina Elementary
30511 Lucania Dr.
Rancho Palos Verdes, CA 90275-6272

Phone: 310-377-6731
Email: eganb@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	Mira Catalina Elementary
Street	30511 Lucania Dr.
City, State, Zip	Rancho Palos Verdes, Ca, 90275-6272
Phone Number	310-377-6731
Principal	Mr. Brett Egan, Principal
Email Address	eganb@pvpusd.net
Website	http://miracatalina.pvpusd.net
County-District-School (CDS) Code	19648656021273

Last updated: 12/13/2019

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

Mira Catalina Elementary is located atop the bluffs of the majestic Palos Verdes Peninsula with grand vistas of the Pacific Ocean, and views of Santa Catalina Island. It is our goal that each student experience success. The definition of success is different for every student. We are here to support and challenge our students as they work to accomplish their goals during their time here at Mira Catalina.

Mira Catalina is a special school where the faculty balances the importance of instructional rigor while also supporting the "whole child". This commitment to the student body allows for our students to grow into well-rounded individuals. In the classroom our teachers focus on preparing students for the challenges of today while also looking to what tomorrow may bring. We emphasize creative problem solving and critical thinking through open-ended classroom instructional strategies. This balanced approach results in our students moving onto intermediate school as confident, compassionate, and knowledgeable young people.

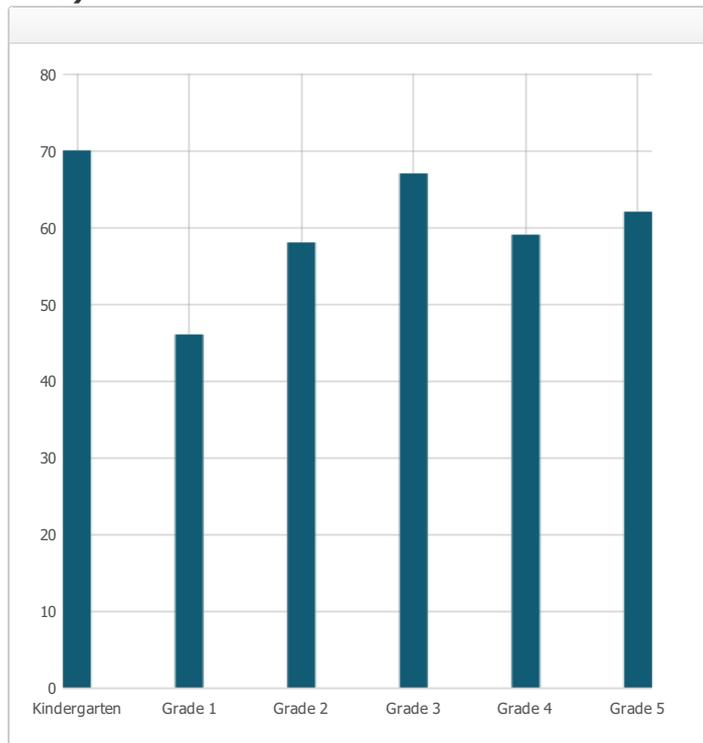
Much of the success of our school is due to the ongoing support from our families and members of the community. Our PTA offers enriching activities for our students both during and beyond the school day. We could not provide the fantastic experience we do at Mira Catalina without the support of our wonderful PTA. We also receive support from the Peninsula Education Foundation (PEF) which supports our elementary music program, our Physical Education program, and technology support at Mira Catalina.

Our commitment to our current and future students is shown daily on the Mira Catalina campus from our teachers and our parent volunteers. Mira Catalina is a special place and we will continue to support all students by motivating them to be a "Superstar" each and every day!

Last updated: 12/13/2019

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

Grade Level	Number of Students
Kindergarten	70
Grade 1	46
Grade 2	58
Grade 3	67
Grade 4	59
Grade 5	62
Total Enrollment	362



Last updated: 12/17/2019

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

Student Group	Percent of Total Enrollment
Black or African American	1.40 %
American Indian or Alaska Native	0.30 %
Asian	10.80 %
Filipino	3.00 %
Hispanic or Latino	21.00 %
Native Hawaiian or Pacific Islander	0.30 %
White	50.00 %
Two or More Races	13.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	7.20 %
English Learners	5.50 %
Students with Disabilities	10.80 %
Foster Youth	0.60 %
Homeless	0.30 %

A. Conditions of Learning

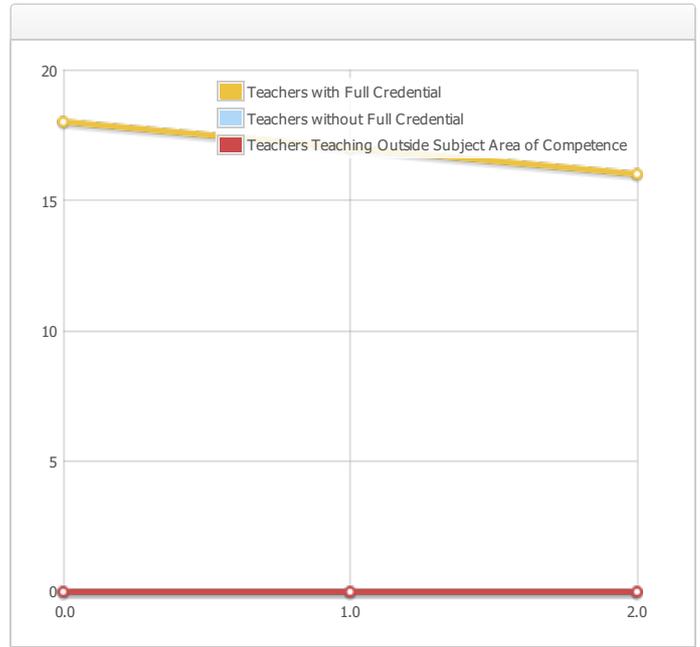
State Priority: Basic

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

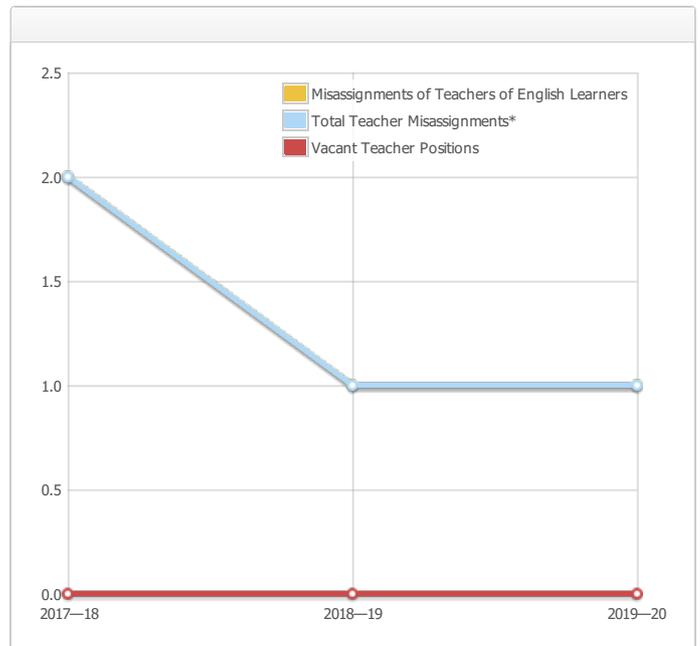
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	18	17	16	504
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/17/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	2	1	1
Total Teacher Misassignments*	2	1	1
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: 12/17/2019

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 align="center">Grade TK</p> <p 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 align="center">Grade K</p> <p 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 align="center">Grade 1</p> <p 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 align="center">Grade 2</p> <p 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 align="center">Grade 3</p> <p 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 align="center">Grade 4</p> <p 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 align="center">Grade 5</p> <p 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 %

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

0.00 %

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

0.00 %

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			0.00 %
Health	Grade TK	Yes	0.00 %
	Health and Wellness, McMillan/McGraw Hill, 2006		
	Grades K-5		
	Health and Fitness, Harcourt School Publishers, 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: 12/16/2019

School Facility Conditions and Planned Improvements

PVPUSD sites have not seen any 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 are included in an approved Bond Campaign and will serve as a Scope of Work, if passed, or a list of priorities that will need budget discussion if voters do not support.

Last updated: 12/17/2019

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	District ongoing service and Maintenance has extended useful life. Will continue to monitor for replacement.
Interior: Interior Surfaces	Fair	Repairs ongoing using work order system.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Ongoing contract for Gopher control required. District staff monitor for pest/vermin.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Interior plumbing not addressed during modernization, galvanized water lines remain, system is functional. Restrooms upgrades included in Facilities Modernization Plan.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	We will continue to monitor/evaluate roofing for repairs/replacement. Relocatables are close to end of useful life, replacement of worst units included in Facilities Modernization Plan.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Asphalt repairs/replacement/slurry of playground and parking lots to be evaluated regularly to determine a schedule for future improvements.

Overall Facility Rate

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

Overall Rating	Fair
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Last updated: 12/16/2019

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)	76%	75%	77%	78%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	68%	71%	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: 12/17/2019

**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	195	193	98.97%		74.61%
Male	102	100	98.04%		75.00%
Female	93	93	100.00%		74.19%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	21	20	95%		75.00%
Filipino	--	--	--		
Hispanic or Latino	42	42	100.00%		71.43%
Native Hawaiian or Pacific Islander	--	--	--		
White	93	92	98.92%		76.09%
Two or More Races	24	24	100.00%		75.00%
Socioeconomically Disadvantaged	21	21	100.00%		66.67%
English Learners	15	14	93.33%		78.57%
Students with Disabilities	27	27	100.00%		51.85%
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: 12/17/2019

**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	195	193	98.97%		70.98%
Male	102	100	98.04%		76.00%
Female	93	93	100.00%		65.59%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	21	20	95%		75.00%
Filipino	--	--	--		
Hispanic or Latino	42	42	100.00%		52.38%
Native Hawaiian or Pacific Islander	--	--	--		
White	93	92	98.92%		76.09%
Two or More Races	24	24	100.00%		83.33%
Socioeconomically Disadvantaged	21	21	100.00%		38.10%
English Learners	15	14	93.33%		78.57%
Students with Disabilities	27	27	100.00%		33.33%
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: 12/17/2019

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	9.00%	28.00%	52.00%

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 have many opportunities to volunteer at Mira Catalina ranging from helping out in your child's classroom to organizing our various PTA Events (Movie Night, Fun Run, etc). Parents are encouraged to volunteer in classrooms and PTA activities. There are many programs that may utilize the skills, expertise, and desires of our community such as: Art at Your Fingertips, Physical Education, Community Service, Library Volunteers, Reflections Program, Room Parents, Technology, etc. Volunteering in the classroom opportunities are discussed by your child's teacher at Back to School Night. If you would like to volunteer in the classroom please contact your child's teacher. If you would like to get involved in our Parent Teacher Association (PTA), come to a meeting or reach out to a PTA board member as we'd love to have you.

State Priority: Pupil Engagement

Last updated: 12/13/2019

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	0.30%	0.50%	0.50%	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)

The Comprehensive School Safety Plan was developed by the School Site Council in cooperation with local law enforcement and other school site councils in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Components of the Comprehensive School Site Safety Plan include the following:

1. Child abuse reporting procedures
2. Disaster Procedures
3. Policies related to Suspension and Expulsion
4. Procedures Regarding Teacher Notification of Dangerous Students
5. Sexual Harassment Policy
6. Provisions of any School-wide Dress Code
7. Procedures for Safe Ingress and Egress
8. A safe and orderly environment conducive to learning, including anti-bullying/respect and social media education (Internet)
9. Rules and Procedures on School Discipline
10. Hate Crime Reporting Procedures

An updated copy of the plan may be viewed by the public in the school's front office.

2019-20 Comprehensive School Safety Plan was adopted by School Site Council January 31, 2019. The plan is reviewed with faculty and staff in August of each school year.

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	23.00		3	
1	20.00	1	2	
2	24.00		2	
3	24.00		3	
4	32.00		2	
5	32.00		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	20.00	2	1	
1	28.00		2	
2	26.00		2	
3	24.00		3	
4	32.00		2	
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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00	1	2	
1	23.00		2	
2	25.00		2	
3	25.00		3	
4	30.00		2	
5	31.00		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.

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	0.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	0.50
Other	2.00

*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	\$7077.68	\$281.14	\$6796.55	\$83344.90
District	N/A	N/A	--	\$83508.00
Percent Difference – School Site and District	N/A	N/A	-0.36%	0.00%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-0.42%	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

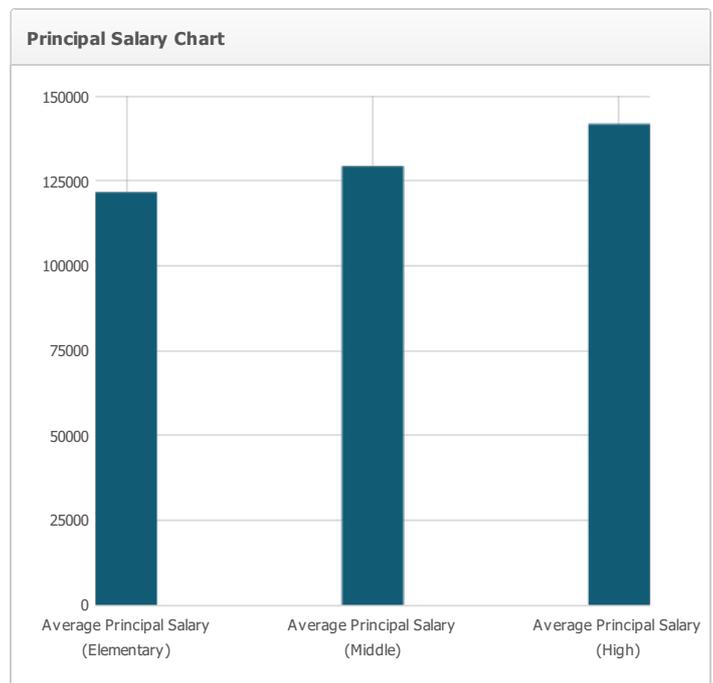
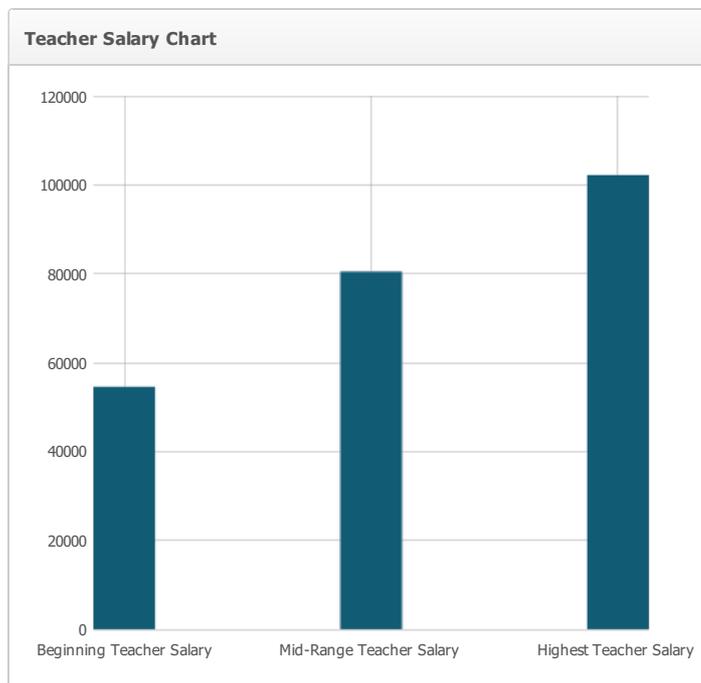
Los Angeles County Arts Commission

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