

Dapplegray 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. Gina Stutzel, Principal

Principal, Dapplegray Elementary

About Our School

Dapplegray is committed to providing an educational program that will prepare students for their next level of education. Dapplegray believes each child is a gift and therefore is "gifted" in some way. Staff and Administration agree that a strong literacy curriculum, balanced and enhanced by specialized programs in mathematics, arts, science, history and technology, will best serve our students. An important component of our mission is to implement instructional strategies that will strive to meet individual student learning needs and create a school where students feel safe to express their individuality. Creating an environment where the student care for themselves, each other, and their school is an important part of what makes Dapplegray a special place to learn.

Principal's Comment

Welcome to the School Accountability Report Card for Dapplegray Elementary School. I welcome any questions you might have. Don't hesitate to contact me if you are planning to attend our wonderful school!

Contact

Dapplegray Elementary
3011 Palms Verdes Dr. North
Rolling Hills Estates, CA 90274-7303

Phone: 310-541-3706
Email: stutzelg@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 | Dapplegray Elementary |
| Street | 3011 Palos Verdes Dr. North |
| City, State, Zip | Rolling Hills Estates, Ca, 90274-7303 |
| Phone Number | 310-541-3706 |
| Principal | Mrs. Gina Stutzel, Principal |
| Email Address | stutzelg@pvpusd.net |
| Website | http://dapplegray.pvpusd.net |
| County-District-School (CDS) Code | 19648656116172 |

Last updated: 12/19/2019

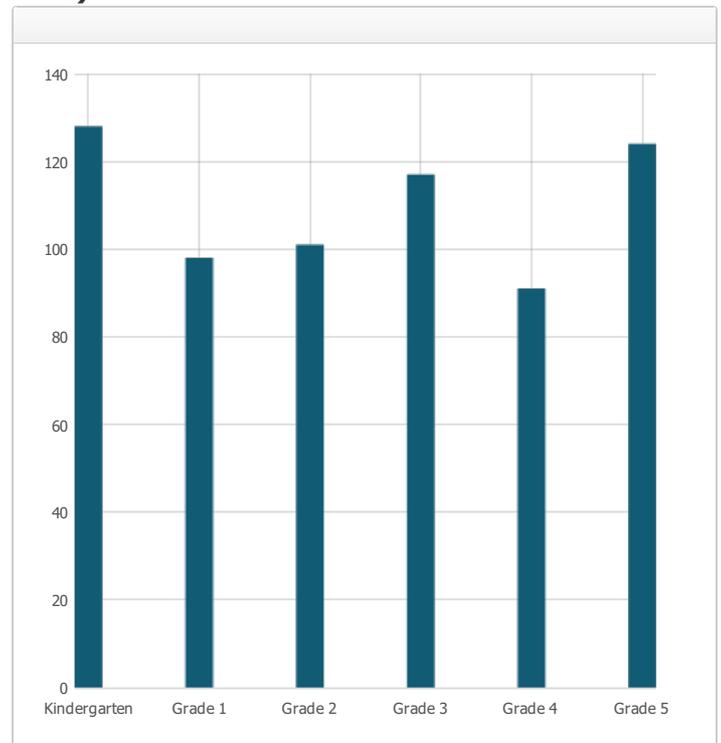
School Description and Mission Statement (School Year 2019—20)

Dapplegray is committed to providing an educational program that will prepare students for their next level of education. Dapplegray believes each child is a gift and therefore is "gifted" in some way. Staff and Administration agree that a strong literacy curriculum, balanced and enhanced by specialized programs in mathematics, arts, science, history and technology, will best serve our students. An important component of our mission is to implement instructional strategies that will strive to meet individual student learning needs and create a school where students feel safe to express their individuality. Creating an environment where the student care for themselves, each other, and their school is an important part of what makes Dapplegray a special place to learn.

Last updated: 12/19/2019

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 128 |
| Grade 1 | 98 |
| Grade 2 | 101 |
| Grade 3 | 117 |
| Grade 4 | 91 |
| Grade 5 | 124 |
| Total Enrollment | 659 |



Last updated: 12/19/2019

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.50 % |
| American Indian or Alaska Native | 0.60 % |
| Asian | 17.10 % |
| Filipino | 2.90 % |
| Hispanic or Latino | 21.90 % |
| Native Hawaiian or Pacific Islander | 0.20 % |
| White | 43.60 % |
| Two or More Races | 11.70 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 7.10 % |
| English Learners | 7.40 % |
| Students with Disabilities | 7.90 % |
| Foster Youth | % |
| Homeless | % |

A. Conditions of Learning

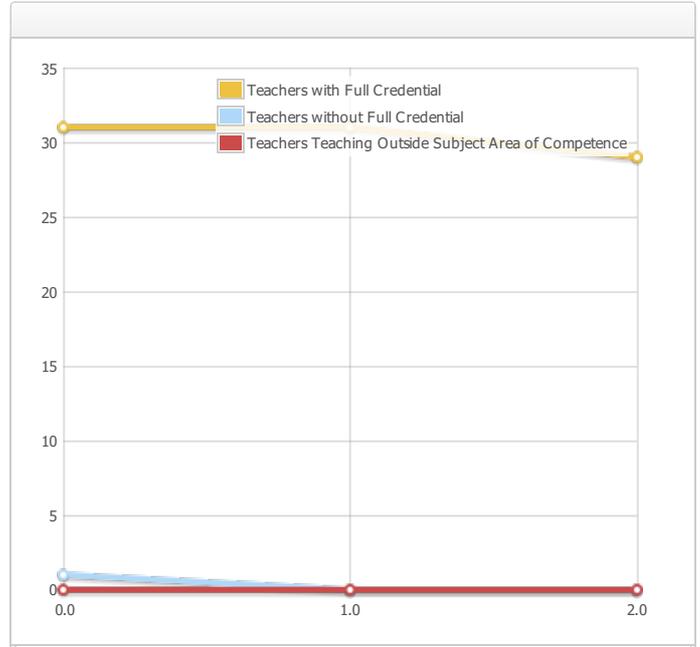
State Priority: Basic

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

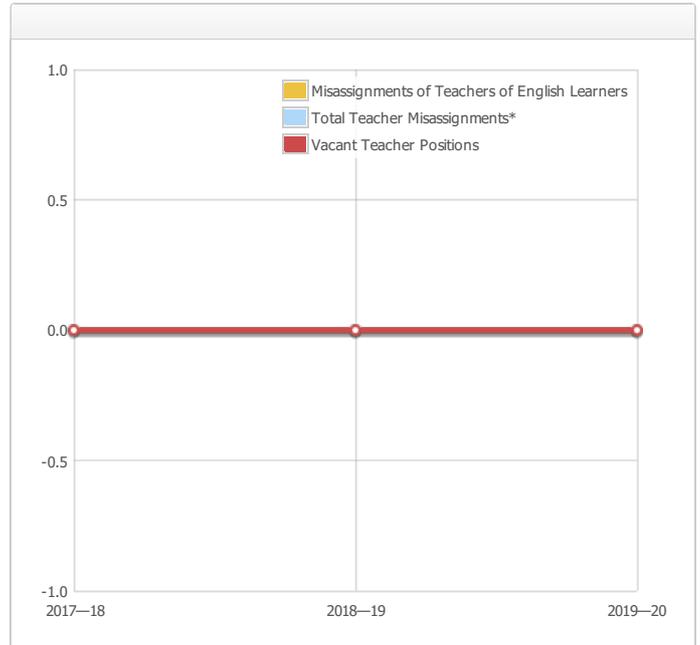
| Teachers | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 31 | 31 | 29 | 504 |
| Without Full Credential | 1 | 0 | 0 | 2 |
| Teachers Teaching Outside Subject Area of Competence (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 | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 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>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>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>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>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>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>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>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>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> <p style="text-align: center;">Grade 1</p> | Yes | 0.00 % |

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 | | |

| | | | | |
|--|-----|--|-----|--------|
| <p>Grade 3</p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> | | | | |
| <p>Grade 4</p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> | | | | |
| <p>Grade 5</p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> | | | | |
| Foreign Language | | | | 0.00 % |
| Health | | | Yes | 0.00 % |
| <p>Grade TK</p> <p>Health and Wellness, McMillan/McGraw Hill, 2006</p> | | | | |
| <p>Grades K-5</p> <p>Health and Fitness, Harcourt School Publishers, 2006</p> | | | | |
| Visual and Performing Arts | | | Yes | 0.0 % |
| <p>Grades K-5</p> <p>Making Music, Silver Burdett</p> | | | | |
| 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 | Main line sewer currently maintained for us by District staff with Hydro Jetter and drain augers. Review for replacement required. |
| Interior: Interior Surfaces | Fair | Ongoing repairs as necessary through work order system. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Fair | Ongoing contract with rodent control contractor. Ongoing insects/bugs extermination by District staff following IPM Plan. |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Fair | Interior plumbing not addressed during modernization, galvanized lines remain, system is functional. Restroom upgrades included in Facilities Modernization Plan. |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Fair | Roof repairs performed during Summer 2019, monitoring ongoing to identify future repairs. |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Fair | Fence and gate repair and replacement performed during Summer 2019. Sidewalk and asphalt pathways monitored for grinding trip hazards using work order system. |

Overall Facility Rate

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

| | |
|----------------|------|
| Overall Rating | Fair |
|----------------|------|

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) | 82% | 82% | 77% | 78% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 76% | 74% | 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 | 331 | 327 | 98.79% | | 81.65% |
| Male | 174 | 173 | 99.43% | | 80.92% |
| Female | 157 | 154 | 98.09% | | 82.47% |
| Black or African American | -- | -- | -- | | |
| American Indian or Alaska Native | -- | -- | -- | | |
| Asian | 57 | 56 | 98% | | 80.36% |
| Filipino | 13 | 13 | 100.00% | | 53.85% |
| Hispanic or Latino | 78 | 78 | 100.00% | | 82.05% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 144 | 142 | 98.61% | | 83.80% |
| Two or More Races | 32 | 31 | 96.88% | | 87.10% |
| Socioeconomically Disadvantaged | 36 | 36 | 100.00% | | 69.44% |
| English Learners | 31 | 30 | 96.77% | | 56.67% |
| Students with Disabilities | 39 | 39 | 100.00% | | 53.85% |
| 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: 12/19/2019

**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 | 331 | 327 | 98.79% | | 74.01% |
| Male | 174 | 173 | 99.43% | | 79.19% |
| Female | 157 | 154 | 98.09% | | 68.18% |
| Black or African American | -- | -- | -- | | |
| American Indian or Alaska Native | -- | -- | -- | | |
| Asian | 57 | 57 | 100% | | 85.96% |
| Filipino | 13 | 13 | 100.00% | | 69.23% |
| Hispanic or Latino | 78 | 78 | 100.00% | | 62.82% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 144 | 142 | 98.61% | | 78.17% |
| Two or More Races | 32 | 31 | 96.88% | | 70.97% |
| Socioeconomically Disadvantaged | 36 | 36 | 100.00% | | 52.78% |
| English Learners | 31 | 31 | 100.00% | | 70.97% |
| Students with Disabilities | 39 | 38 | 97.44% | | 52.63% |
| 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 | 14.00% | 24.00% | 50.00% |

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)

Parent involvement is celebrated at Dapplegray. There are many opportunities for parent participation. We have a robust PTA and Booster Club who are involved throughout the school year supporting our staff and students. We have room parents and parent volunteers that help in the classroom daily. Dapplegray has a School Site Council and English Language Advisory Committee that work to enhance instruction and set goals that will create a more complete elementary school experience for all learners. We provide Parent Night opportunities to support academics and social/emotional growth. Working with and alongside our parent community will continue to be a priority at Dapplegray.

State Priority: Pupil Engagement

Last updated: 12/19/2019

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% | 0.30% | 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: 12/18/2019

School Safety Plan (School Year 2019—20)

A review of our school indicates that the students, parents, and staff of Dapplegray Elementary School are safe on campus, off campus at school-sponsored events, and while traveling directly to and from school.

Visitors on campus are to check in at the office. They sign in and take a visitor badge. Upon leaving, they return the badge and sign out. Dapplegray performed monthly practice disaster drills, including fire, earthquake duck and cover, evacuation, shelter in place, and lockdown. We have not experienced any instances of hate crimes. Dapplegray Elementary School creates a safe school environment. The school implements programs and practices to address bullying and social emotional wellness that are aligned to District policy.

Dapplegray Elementary School updates and revises the Standardized Emergency Management System (SEMS) at the beginning of each school year.

The current Comprehensive School Safety Plan was Developed and Adopted by School Site Council on January 18, 2019.

Last updated: 12/19/2019

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 | 25.00 | | 5 | |
| 1 | 21.00 | 1 | 4 | |
| 2 | 24.00 | | 3 | |
| 3 | 23.00 | | 5 | |
| 4 | 29.00 | | 3 | |
| 5 | 28.00 | | 4 | |
| 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 | | 5 | |
| 1 | 26.00 | | 4 | |
| 2 | 23.00 | | 5 | |
| 3 | 21.00 | 2 | 2 | |
| 4 | 27.00 | | 4 | |
| 5 | 29.00 | | 4 | |
| 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 | 21.00 | 2 | 4 | |
| 1 | 25.00 | | 4 | |
| 2 | 25.00 | | 4 | |
| 3 | 23.00 | | 5 | |
| 4 | 30.00 | | 3 | |
| 5 | 31.00 | | 4 | |
| 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 | 0.50 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.80 |
| Resource Specialist (non-teaching) | 3.00 |
| Other | |

*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 | \$5901.23 | \$155.81 | \$5745.42 | \$79661.34 |
| District | N/A | N/A | -- | \$83508.00 |
| Percent Difference – School Site and District | N/A | N/A | -0.47% | -0.05% |
| State | N/A | N/A | \$7506.64 | \$82031.00 |
| Percent Difference – School Site and State | N/A | N/A | -0.51% | -0.01% |

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

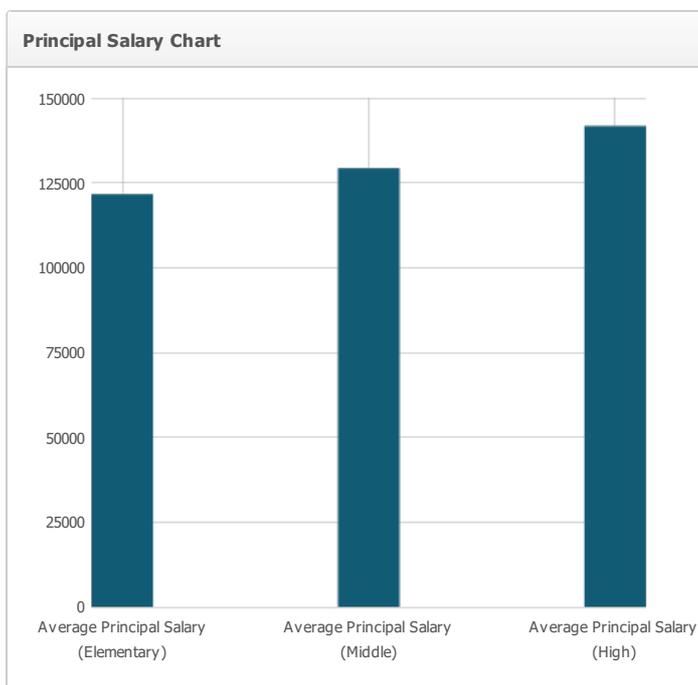
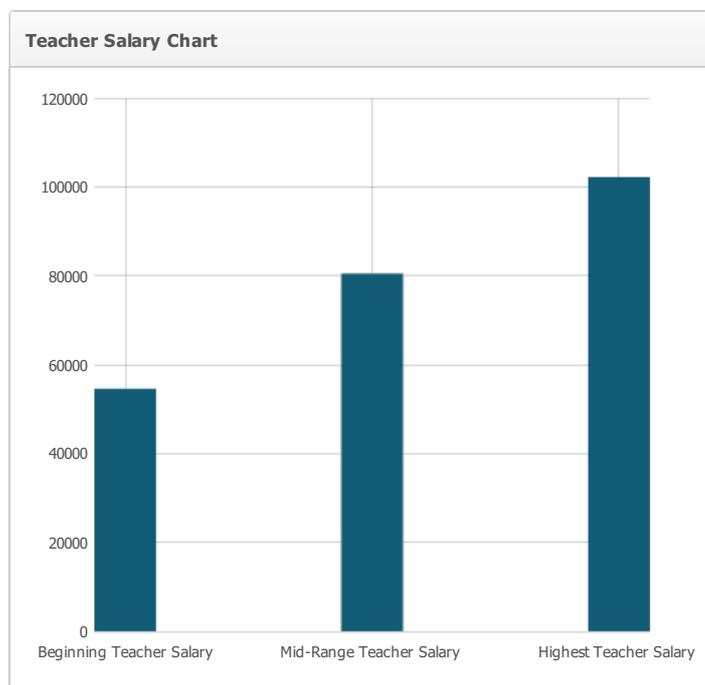
Los Angeles County Arts Commission

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 PD Days, 14 Partial PD 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