

Cornerstone at Pedregal 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.



Suzanne Wildey, Principal

Principal, Cornerstone at Pedregal Elementary

About Our School

Cornerstone at Pedregal, an established leader in academic excellence, is a parent participation school with a common focus of teaching to the "whole child" which includes a strong academic program and an equally strong program that supports the social-emotional well-being of all students. Our innovative participation model allows for the design of an ever-evolving program that is nationally recognized. A California Distinguished School in 2004 and 2010, Cornerstone had the honor of becoming a California Gold Ribbon School in 2016. In addition, Cornerstone was honored with the 21st Century Schools of Distinction award. Our school-wide focus on Growth Mindset and our Harper for Kids Youth Character Development Program, based on John Wooden's Pyramid of Success, reinforce the message delivered to all Cornerstone students that the sky is the limit as to what they will be able to learn and do. Cornerstone teachers are a dedicated and committed staff engaged in ongoing professional learning at both the site and the district level, often participating as teacher leaders in district professional learning activities. They remain grounded in educational pedagogy and are constantly growing, refining their teaching practices, and seeking innovative ways to engage all students. Since 1993, our parents and staff have worked in partnerships to create a dynamic and responsive campus. A sense of extended family grows quickly with both children and parents supported by the in-service trainings with the child's teacher throughout the year, multiple parent meetings with the entire parent body, and opportunities for specialized guest speakers. All classrooms utilize technology as a tool for enhancing instruction. Our science program is supported by parent volunteers utilizing our fully-equipped science lab for hands-on experiments including STEM opportunities. Cornerstone at Pedregal Elementary School provides parents the opportunity to be actively involved on a regular basis in their child's educational adventure. Additional art, drama, and music opportunities complement District programs and other parent-led activities make use of our knowledgeable mothers and fathers. At Cornerstone, teachers, staff and parents work together to prepare our students for wherever their journeys may take them.

Contact

Cornerstone at Pedregal Elementary
6069 Groveoak Pl.
Rancho Palos Verdes, CA 90275-2261

Phone: 310-378-0324
Email: wildeys@pvpusd.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)		School Contact Information (School Year 2019—20)	
District Name	Palos Verdes Peninsula Unified	School Name	Cornerstone at Pedregal Elementary
Phone Number	(310) 378-9966	Street	6069 Groveoak Pl.
Superintendent	Alex Cherniss	City, State, Zip	Rancho Palos Verdes, Ca, 90275-2261
Email Address	chernissa@pvpusd.net	Phone Number	310-378-0324
Website	www.pvpusd.net	Principal	Suzanne Wildey, Principal
		Email Address	wildeys@pvpusd.net
		Website	http://cornerstone.pvpusd.net
		County-District-School (CDS) Code	19648656021307

Last updated: 12/13/2019

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

Cornerstone at Pedregal Elementary School is a parent participation, kindergarten through the fifth grade, school. Cornerstone is centrally located on the Palos Verdes Peninsula in the city of Rancho Palos Verdes. Cornerstone Elementary has provided a model parent participation program in the school district. The belief that education should be an extension of the family is the basis for parents participating at Cornerstone in every phase of their child's education. The core curriculum is aligned with the State Standards. Evidence of student progress is noted each trimester with the standards-based report card. The Cornerstone staff and families believe that the elementary school should be the "Cornerstone" of the students' learning experience. Parent volunteers have opportunities to support the classroom teacher in a variety of ways. Specialty shifts in the area of science, writing, and math have been utilized. All parents are invited to attend regularly scheduled in-services held by the classroom teachers and other professionals. These in-services prepare the parents for upcoming activities and educational programs their children will be learning. Having additional trained adults in the classroom for small group instruction has proven to be an effective strategy for improved student performance. Working with parents, the entire school staff successfully creates a warm, nurturing, educational, and safe learning environment for all grade levels. In 2004, Cornerstone received three prestigious honors. Cornerstone Elementary School was recognized as a California Distinguished School, an Intel School of Distinction in the area of Parent Participation, and was one of only 20 schools nationwide to be recognized as a Lighthouse School by the Blue Ribbon Schools of Excellence. In 2008, Cornerstone received the California Distinguished School Honorable Mention Award. Cornerstone was also recognized as a 2014 California Distinguished School. In 2016, Cornerstone was recognized as a California Gold Ribbon School. Additionally, Cornerstone has been included in the California Business for Education Excellence Honor Roll for the past several years. Cornerstone Elementary School implements a very effective program to ensure the development of the "whole child". The school provides students with leadership opportunities such as student council, peer mediation, and grade level buddies. The students take an active role in the community by helping various organizations and participating in service learning projects. All students are given the support, tools, and opportunities to be successful in numerous areas while attending elementary school.

Mission Statement:

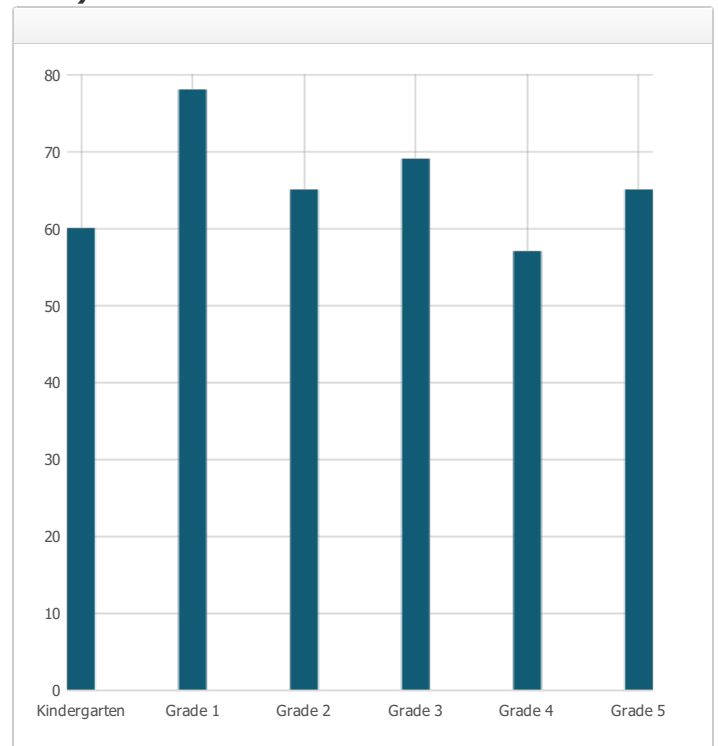
Cornerstone is a parent participation public elementary school that provides the unique opportunity for parents and staff to work together in partnership, offers an exceptional academic, cultural, and experiential environment for all students, where:

- Teachers utilize the support of parents to deliver and enhance curriculum in a variety of creative ways
- Trained parents assist teachers in the classroom on a regular basis
- Students are provided the highest level of educational standards by talented teachers and are enriched with unique activities provided by resourceful and hardworking parents in fun, creative ways that encourage a love of learning
- Teachers and parents work together to create a strong sense of extended family and community

Last updated: 12/16/2019

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

Grade Level	Number of Students
Kindergarten	60
Grade 1	78
Grade 2	65
Grade 3	69
Grade 4	57
Grade 5	65
Total Enrollment	394

*Last updated: 12/13/2019***Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	0.80 %
American Indian or Alaska Native	0.30 %
Asian	40.40 %
Filipino	2.30 %
Hispanic or Latino	7.60 %
Native Hawaiian or Pacific Islander	0.00 %
White	34.00 %
Two or More Races	13.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	4.60 %
English Learners	8.90 %
Students with Disabilities	6.10 %
Foster Youth	0.00 %
Homeless	0.00 %

A. Conditions of Learning

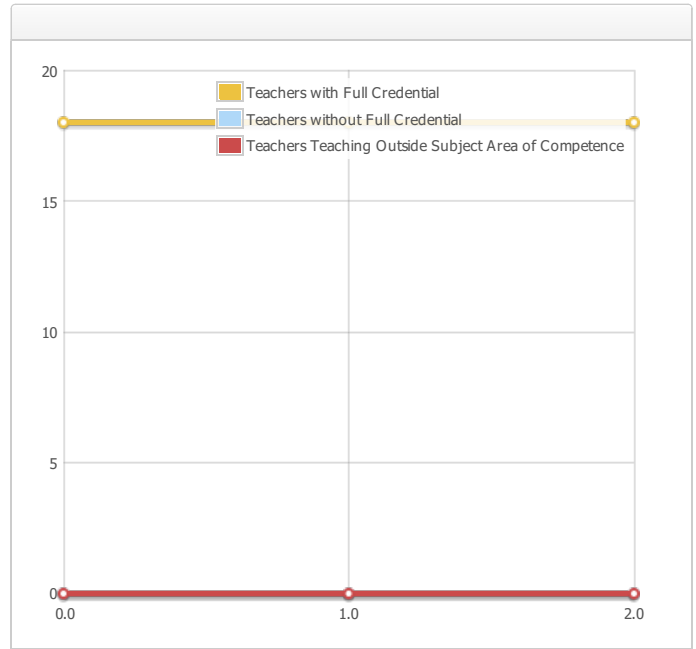
State Priority: Basic

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

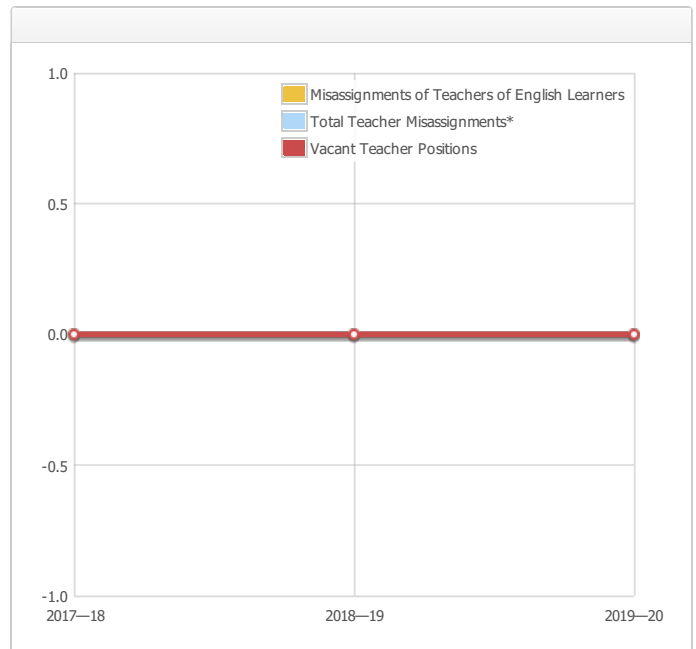
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	18	18	18	504
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/17/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	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: 12/17/2019

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>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	0.00 %
Mathematics		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

Grade K

Yes

0.00 %

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

Grades 1-2

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

Grades 3-5

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

History-Social
Science**Grade K**

Yes

0.00 %

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

Grade 1

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

Grade 2

California Vistas, MacMillan/McGraw-Hill, 2007

Grade 3

California Vistas, MacMillan/McGraw-Hill, 2007

Grade 4

California Vistas, MacMillan/McGraw-Hill, 2007

Grade 5

California Vistas, MacMillan/McGraw-Hill, 2007

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

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

Last updated: 12/13/2019

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	Preventative maintenance to HVAC units has extended useful life. Ongoing evaluation of units will determine schedule 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. Restroom upgrades included in Facilities Modernization Plan.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Repairs and new installation of fencing performed during Summer 2019. Perimeter fencing will be monitored for required repairs. Playground Structure surfacing will be monitored and repaired until replacement can be scheduled.

Overall Facility Rate

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

Overall Rating	Fair
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Last updated: 12/13/2019

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)	88%	90%	77%	78%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	77%	88%	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: 12/13/2019

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	189	185	97.88%		90.27%
Male	98	96	97.96%		88.54%
Female	91	89	97.80%		92.13%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	73	73	100%		94.52%
Filipino	--	--	--		
Hispanic or Latino	16	16	100.00%		93.75%
Native Hawaiian or Pacific Islander					
White	68	64	94.12%		84.38%
Two or More Races	27	27	100.00%		92.59%
Socioeconomically Disadvantaged	16	16	100.00%		81.25%
English Learners	19	19	100.00%		94.74%
Students with Disabilities	18	16	88.89%		56.25%
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: 12/13/2019

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	189	185	97.88%		87.57%
Male	98	96	97.96%		84.38%
Female	91	89	97.80%		91.01%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	73	73	100%		91.78%
Filipino	--	--	--		
Hispanic or Latino	16	16	100.00%		87.50%
Native Hawaiian or Pacific Islander					
White	68	64	94.12%		79.69%
Two or More Races	27	27	100.00%		96.30%
Socioeconomically Disadvantaged	16	16	100.00%		62.50%
English Learners	19	19	100.00%		78.95%
Students with Disabilities	18	16	88.89%		56.25%
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: 12/13/2019

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	11.00%	18.00%	68.00%

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 a “cornerstone” of Cornerstone Elementary. Parents have opportunities to volunteer in a variety of ways. Some of the parent involvement activities include: small group instruction, individual student support, Writer’s Workshop, Art Trek instructor, Art At Your Fingertips docents, Read Across America team, Committee for the “Year Of” study of a country’s culture, performing arts at each grade level, school safety and disaster preparedness, student supervision, grade level Mother’s Day activities, Father’s Day activities, Teacher Appreciation week, Spelling Bee, Science Night, Assemblies, Yellow and Red Ribbon Weeks, Support in the Technology Lab, Support in the Science Lab, STEM, School Beautification, School Site Council, English Language Advisory Committee, Parent Board, Booster Club, Student Council, organizing the weekly communication to parents from the school and the Parent Board, and organizing after school or before school classes for students. Parents attend classroom in-services, general parent meetings and parent education nights to stay informed about the programs at Cornerstone. The sharing of ideas, innovative educational practices and programs are just a few of the topics discussed at these meetings. The opportunities to be involved and to make a difference in a child’s education are abundant at the school.

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	0.30%	0.20%	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: 12/18/2019

School Safety Plan (School Year 2019—20)

A review of our school indicates that the students, parents, and staff of Cornerstone are safe on campus, off campus at school sponsored events, and traveling directly to and from school. Cornerstone performs regular practice emergency drills which include: fire drills, drop and cover drills, lockdown, earthquake drills, evacuation drills, etc. Cornerstone participates in the annual "Great American Shake Out" and is constantly seeking feedback to improve our earthquake and emergency preparedness.

Cornerstone creates a safe school environment. The school implements programs and practices to address bullying that are aligned to District policy. Teachers provide ongoing and appropriate student education to maintain a high level of student safety. The 2018-19 Comprehensive School Safety Plan was adopted by School Site Council on January, 28, 2019 and approved by District Governing Board on February 27, 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	21.00	1	2	
1	24.00		3	
2	20.00	2	1	
3	23.00		3	
4	34.00			2
5	29.00		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	26.00		3	
1	22.00	1	2	
2	24.00		3	
3	20.00	3		
4	33.00		1	1
5	35.00			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	20.00	2	1	
1	26.00		3	
2	22.00		3	
3	23.00		3	
4	29.00		2	
5	33.00		1	1
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	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	
Other	1.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/6/2020

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6406.43	\$10.64	\$6395.79	\$83019.26
District	N/A	N/A	--	\$83508.00
Percent Difference – School Site and District	N/A	N/A	-0.42%	-0.01%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-0.47%	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

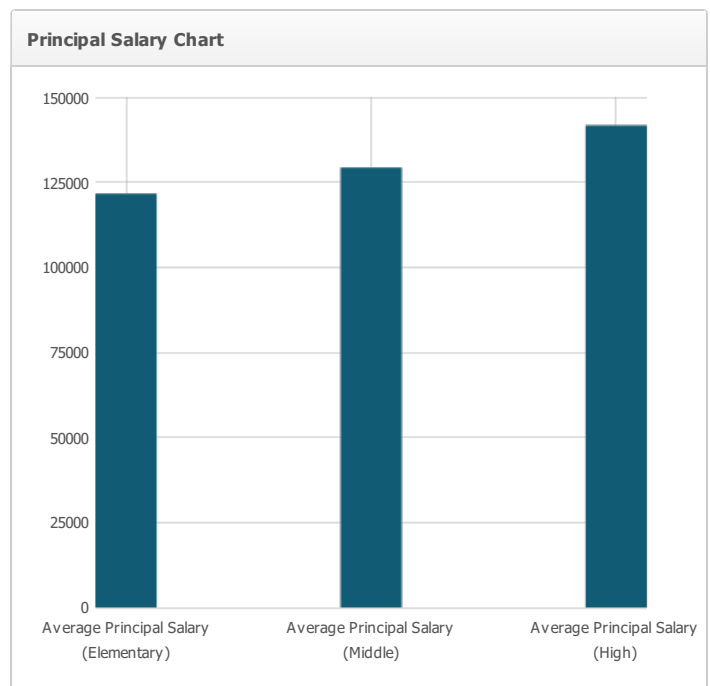
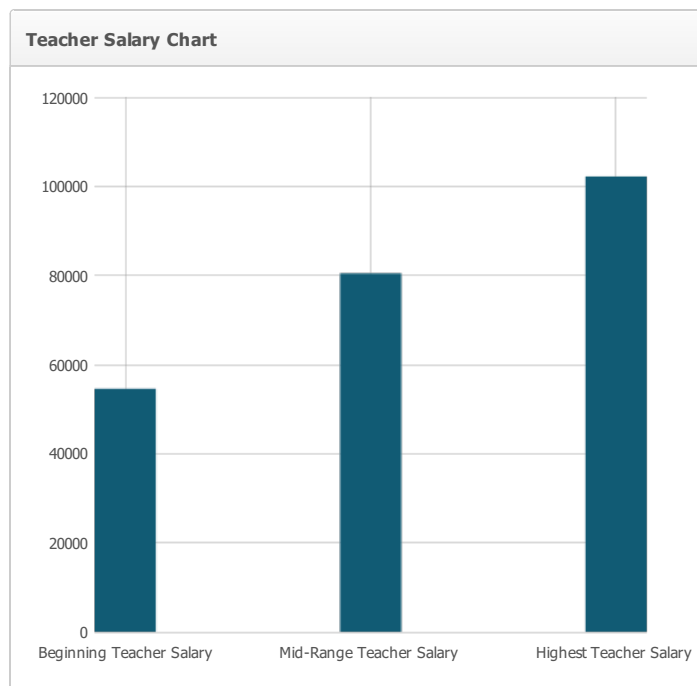
Los Angeles County Arts Commission

Last updated: 12/17/2019

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: 12/18/2019

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