

# Lunada Bay 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. Rafael Bernal, Principal

Principal, Lunada Bay Elementary

### About Our School

As Principal of Lunada Bay Elementary School, I would like to welcome you to our school! Lunada Bay Elementary is beautifully situated on the coast of the Pacific Ocean above the bay for which it was named. Built in 1958, the school has been the heart of the Lunada Bay community in Palos Verdes Estates for over fifty years. Our school prides itself on the notion that, "We are Lunada Bay: We are one school, one team, one family."

As you walk around our school, you will hear teachers and staff encouraging students with positive reinforcement echoing a common language utilizing Coach Wooden's pyramid success. Each month, we identify character traits like "hard work" and identify students demonstrating these qualities to represent their class at our monthly flag ceremony. At the ceremony, our community gathers to recognize our outstanding students and staff, recite the Pledge of Allegiance, and sing our school song (with some help from our mascot, Splash the Dolphin!).

In our classrooms, you will find busy students engaged in research projects, math discussions, Writer's Workshop lessons, reading poetry, building robots with our STEM kits, or performing with our Fine Arts program. Our teachers are often collaborating with each other to implement contemporary math instruction utilizing our rigorous curriculum, Math in Focus to secure deeper levels of mathematical understanding and application. You will often hear our teachers ask the students, "How do you know that is the right answer? Can you show me another way to solve it?"

Parents of Lunada Bay students have high expectations for their children and the school that educates them. Parents and teachers mutually respect one another's interests and expertise, ensuring that the best interest of students is the cornerstone for all programs and pedagogy at Lunada Bay. The Parent-Teacher Association (PTA) is critical to the continued success of the school, and parents at Lunada Bay contribute generously of their time and resources. Lunada Bay offers an extensive fine arts program that supplements vocal and instrumental music programs and Art at Y our Fingertips provided by the Palos Verdes Arts Center. Each year, students in every grade study for twelve weeks with a professional, working artist from the Los Angeles area. This experience fosters teamwork, promotes brain connectivity, and increases self-esteem while exposing students to a wide variety of visual and performing arts.

Come visit us at Lunada Bay, the home of the Dolphins. We look forward to meeting you!

### Contact

Lunada Bay Elementary  
520 Paseo Lunado  
Palos Verdes Estates, CA 90274-4377

Phone: 310-377-3005  
Email: [bernak@pvpusd.net](mailto:bernak@pvpusd.net)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Palos Verdes Peninsula Unified
<b>Phone Number</b>	(310) 378-9966
<b>Superintendent</b>	Alex Cherniss
<b>Email Address</b>	<a href="mailto:chernissa@pvpusd.net">chernissa@pvpusd.net</a>
<b>Website</b>	<a href="http://www.pvpusd.net">www.pvpusd.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Lunada Bay Elementary
<b>Street</b>	520 Paseo Lunado
<b>City, State, Zip</b>	Palos Verdes Estates, Ca, 90274-4377
<b>Phone Number</b>	310-377-3005
<b>Principal</b>	Mr. Rafael Bernal, Principal
<b>Email Address</b>	<a href="mailto:bernal@pvpusd.net">bernal@pvpusd.net</a>
<b>Website</b>	<a href="http://lunadabay.pvpusd.net">http://lunadabay.pvpusd.net</a>
<b>County-District-School (CDS) Code</b>	19648656021240

*Last updated: 12/19/2019*

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

It is the mission of Lunada Bay School to develop students of character with the ability to think critically, be creative, communicate, and collaborate with others, both personally and through use of technology, to prepare them to be contributing citizens of a global society.

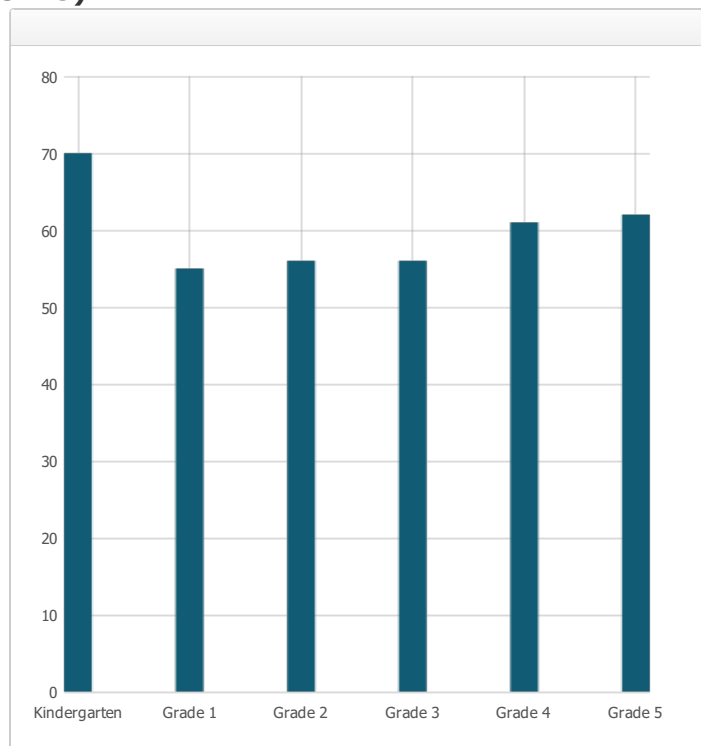
All schools in the Palos Verdes Peninsula Unified School District are highly successful academically, as is Lunada Bay, due to a highly qualified staff that continually focuses on improvement of craft and the changing needs of today's learner. Beginning in transitional kindergarten and kindergarten, children are instructed and continually assessed, formally and informally, to determine the appropriate supports and/or extensions necessary for continued success with appropriate challenge. As students proceed into primary and intermediate grades, programs that address the Common Core Standards are evaluated and the onus of responsibility shifts from the teacher to the learner through a stimulating environment that focuses on differentiation, intervention, and inclusion of our visual and performing arts program. Integration of technology is carefully planned and evaluated to determine effectiveness and efficacy that goes beyond novelty. All changes in delivery of instruction and integration of technology are shared with parents to maintain transparency and continue the open and trusting partnerships with families that ensure our students are highly successful and confident.

As early as 2000, Lunada Bay was prescient in its approach to instruction and learning. Utilizing experts from UCLA's University Elementary School, administration and staff examined the processes and initial skills necessary for moving students into the 21st Century. Pedagogy was examined to address a need to change from information provider, "sage on the stage," to learning facilitator. This vision into the future included, and continues to include, integration of technology as a tool to facilitate learning. Lunada Bay Elementary, though quaintly nostalgic on the outside, uses SMARTBoard® technology in every classroom and has a Chromebook cart so every student has access to a device. We now have a state-of-the-art STEM lab. In the Lunada Bay STEM lab students begin learning about computer science. The STEM lab is centered on project-based learning to support communication and collaboration within research team to inspire critical thinking, problem solving, creativity and innovation. These are all important skills students will need to develop to thrive and be successful in the future.

*Last updated: 12/19/2019*

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

Grade Level	Number of Students
Kindergarten	70
Grade 1	55
Grade 2	56
Grade 3	56
Grade 4	61
Grade 5	62
Total Enrollment	360



Last updated: 12/19/2019

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

Student Group	Percent of Total Enrollment
Black or African American	1.90 %
American Indian or Alaska Native	%
Asian	15.80 %
Filipino	1.10 %
Hispanic or Latino	15.80 %
Native Hawaiian or Pacific Islander	%
White	56.90 %
Two or More Races	7.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	7.20 %
English Learners	8.30 %
Students with Disabilities	9.40 %
Foster Youth	0.60 %
Homeless	%

## A. Conditions of Learning

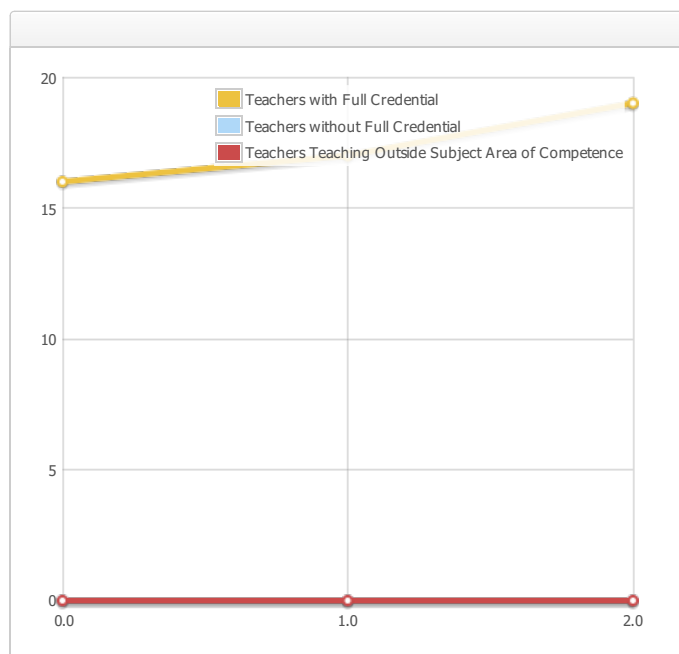
### State Priority: Basic

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

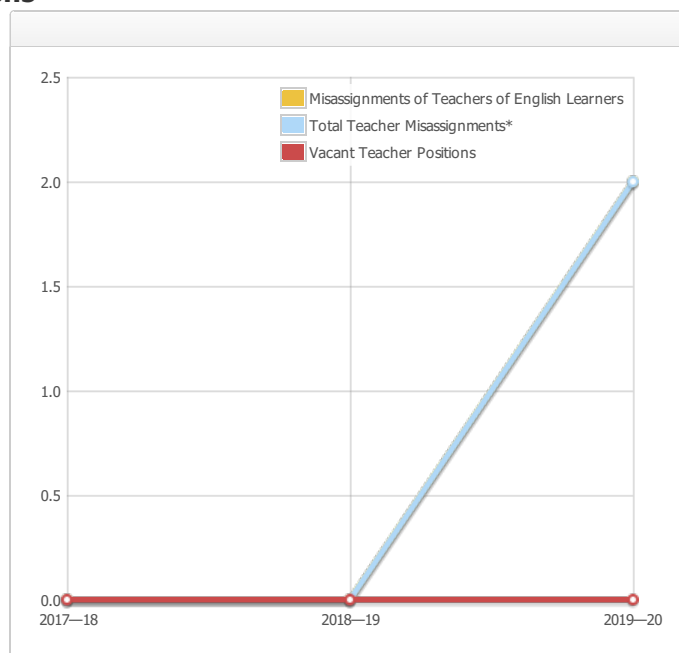
Teachers	School 2017— 18	School 2018— 19	School 2019— 20	District 2019— 20
With Full Credential	16	17	19	504
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/19/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
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: 12/19/2019

# 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><b>Grade TK</b></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><b>Grade K</b></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><b>Grade 1</b></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><b>Grade 2</b></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><b>Grade 3</b></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><b>Grade 4</b></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><b>Grade 5</b></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><b>Kindergarten</b></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><b>Grade 1</b></p> <p>Math In Focus, HMH, 2015 Student Ed Text 1A 978-0-544-19355-0            Math In Focus, HMH, 2015 Student Ed Text 1B 978-0-544-19356-7            Math In Focus, HMH, 2015 Workbook A 978-0-544-19380-2            Math In Focus, HMH, 2015 Workbook B 978-0-544-19381-9</p> <p><b>Grade 2</b></p>	Yes	0.00 %

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

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

*Last updated: 12/18/2019*



## School Facility Conditions and Planned Improvements

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

*Last updated: 12/18/2019*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Ongoing maintenance to control root growth in sewer and storm drain lines.
<b>Interior:</b> Interior Surfaces	Fair	Repairs ongoing using work order system.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	Increased visits from rodent control contractor required to fields and landscaped areas.
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Interior plumbing not addressed in all areas during modernization, galvanized water lines remain, system is functional. Restroom upgrades included in Facilities Modernization Plan.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Relocatable building are close to end of useful life evaluations; replacement of worst units included in Facilities Modernization Plan. Roof repairs performed during Summer 2019.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Asphalt playground repairs/slurry plan to be developed. Storm drain system Hydro Jetted but should be monitored to identify when additional services are required.

## Overall Facility Rate

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

Overall Rating	Fair
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*Last updated: 12/18/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	77%	67%	77%	78%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	58%	63%	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	183	179	97.81%		67.04%
Male	90	89	98.89%		55.06%
Female	93	90	96.77%		78.89%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	30	29	97%		79.31%
Filipino	--	--	--		
Hispanic or Latino	28	28	100.00%		57.14%
Native Hawaiian or Pacific Islander					
White	101	99	98.02%		65.66%
Two or More Races	16	15	93.75%		66.67%
Socioeconomically Disadvantaged	15	15	100.00%		53.33%
English Learners	22	21	95.45%		47.62%
Students with Disabilities	18	17	94.44%		52.94%
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	183	180	98.36%		62.78%
Male	90	89	98.89%		62.92%
Female	93	91	97.85%		62.64%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	30	30	100%		80.00%
Filipino	--	--	--		
Hispanic or Latino	28	28	100.00%		46.43%
Native Hawaiian or Pacific Islander					
White	101	99	98.02%		59.60%
Two or More Races	16	15	93.75%		73.33%
Socioeconomically Disadvantaged	15	15	100.00%		66.67%
English Learners	22	22	100.00%		54.55%
Students with Disabilities	18	17	94.44%		29.41%
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	11.00%	32.00%	48.00%

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 participation and support is critical to the success and performance of Lunada Bay Elementary. Parents are welcome volunteers at every grade level, working with small groups of students, running learning centers, assisting with art projects, editing writing projects with young writers, and completing clerical tasks. Lunada Bay's PTA is active year round. Monthly meetings are held on campus the second Tuesday of the month at 8:30 am and all parents are invited to attend. PTA plans and provides both educational and recreational activities that range from assemblies to the Variety Show to Family Fun Nights. There is always some way parents can be involved. Please contact the school office at 310-377-3005 to be connected to a person who can match your desire to assist with the appropriate programs. The PTA website can be found at: <http://lunadabaypta.com/Home>

### 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	0.00%	0.00%	0.00%	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)

The National Incident Management System (NIMS) plan Comprehensive School Safety Plan is designed to address safety issues that are directly related to daily operation of the school. Its goals are to create a safe and effective school environment that maximizes learning and provides a place where students can remain focus on the academic program. Lunada Bay has regular safety drills including earthquake drill, lockdown drill and fire drills. Teachers provide appropriate student education to maintain a high level of student safety. Our focus will continue to be about student and staff safety. We will continue to work with our district leadership, staff, and PTA to create a safe school environment for all.

*Last updated: 12/13/2019*

## 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	24.00	1	2	
1	26.00		2	
2	24.00		2	
3	23.00		3	
4	34.00			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 (2017—18)

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	20.00	2	1	
2	24.00		2	
3	24.00		3	
4	30.00		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	18.00	1	3	
1	25.00		2	
2	22.00		2	
3	22.00		3	
4	31.00		2	
5	31.00		2	
6				
Other**	5.00	1		

\* 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)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
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	0.80
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	\$6345.04	\$11.24	\$6333.79	\$79242.02
District	N/A	N/A	--	\$83508.00
Percent Difference – School Site and District	N/A	N/A	-0.43%	-0.05%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-0.48%	-0.02%

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

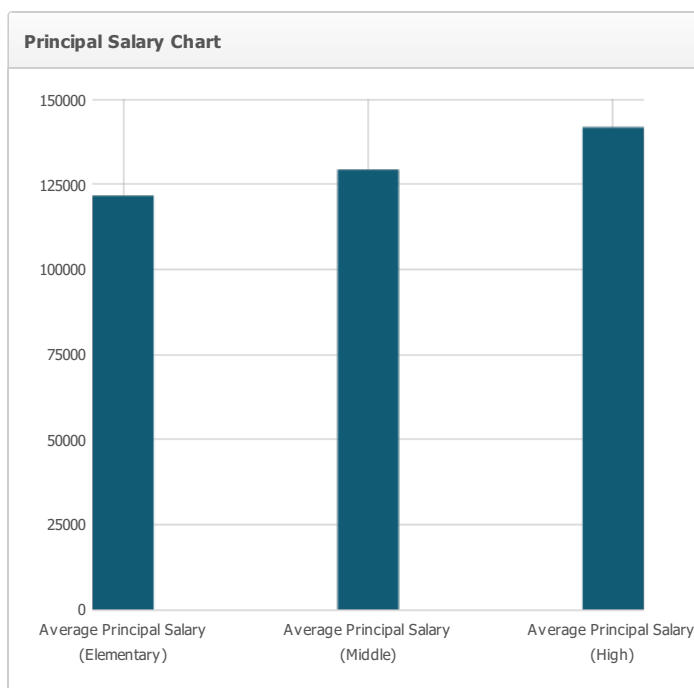
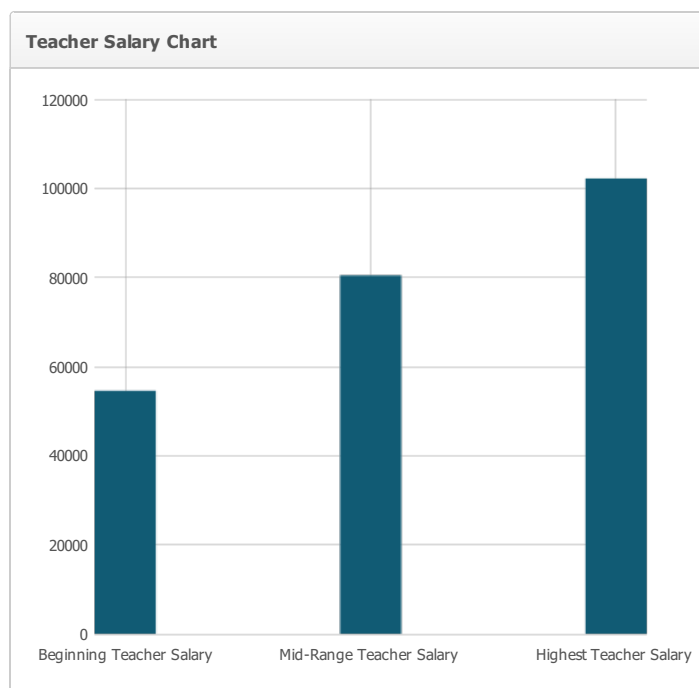
Los Angeles County Arts Commission

*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