

# Soleado Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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, Soleado Elementary

#### About Our School

Soleado Elementary School opened its doors in 1968 as a school of cooperative teaching. Soleado is unique, as its distinctive architectural design provides for individual classrooms, as well as open instructional areas in each building. This allows for small group instruction to occur in each classroom, and large group instruction to occur within and across grade levels. We are proud to offer programs to our students that reflect an active and on-going collaboration with teachers and parents. I am proud to say that the Soleado Faculty meets on a daily basis to discuss classroom instruction and instructional practices. Our teachers are committed to bringing a quality program to all of our students. This collaborative teaching design is instrumental in allowing our students to access the curriculum and achieve academic success, as well as foster a positive sense of family among our students, staff, and parents. We are proud to say that our school is composed of a culturally diverse student body. Our students represent many countries from around the world. Our parents are extremely active in the Soleado Parent Teacher Association and Booster Club, as well as volunteers in our classrooms. The high level of parent involvement sends a message to our students that they are important and that we value their academic progress. We pride ourselves in being the "Happy School" and will continue to live up to that name.

#### Contact

*Soleado Elementary*  
27800 Longhill Dr.  
Rancho Palos Verdes, CA 90275-3909

Phone: 310-377-6854  
E-mail: [stutzelg@pvpusd.net](mailto:stutzelg@pvpusd.net)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Palos Verdes Peninsula Unified
<b>Phone Number</b>	(310) 378-9966
<b>Superintendent</b>	Don Austin
<b>E-mail Address</b>	<a href="mailto:austind@pvpusd.net">austind@pvpusd.net</a>
<b>Web Site</b>	<a href="http://www.pvpusd.net">www.pvpusd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Soleado Elementary
<b>Street</b>	27800 Longhill Dr.
<b>City, State, Zip</b>	Rancho Palos Verdes, Ca, 90275-3909
<b>Phone Number</b>	310-377-6854
<b>Principal</b>	Mrs. Gina Stutzel, Principal
<b>E-mail Address</b>	<a href="mailto:stutzelg@pvpusd.net">stutzelg@pvpusd.net</a>
<b>Web Site</b>	<a href="http://soleado.pvpusd.net">http://soleado.pvpusd.net</a>
<b>County-District-School (CDS) Code</b>	19648656021356

*Last updated: 1/4/2018*

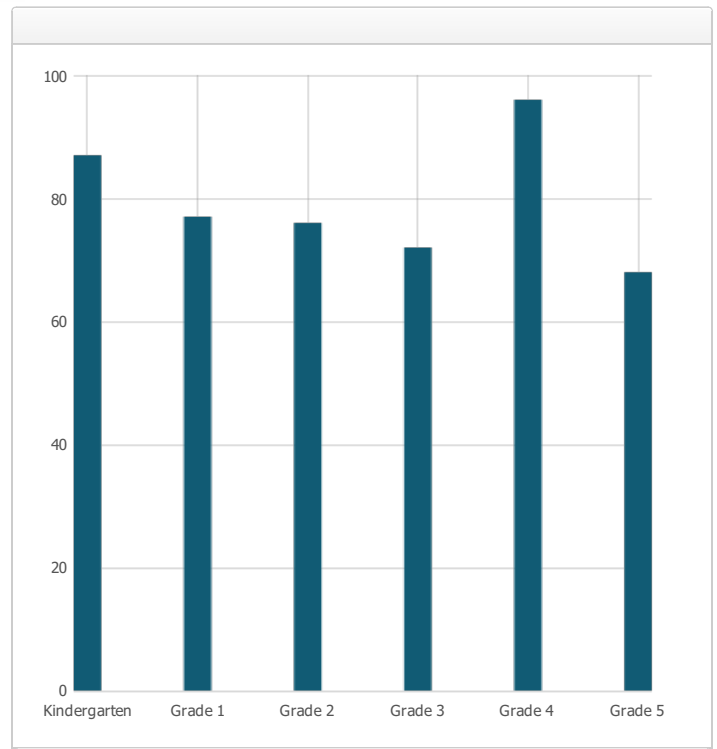
### School Description and Mission Statement (School Year 2017-18)

Soleado Elementary School is dedicated to educating the whole child, creating lifelong learners to the fullest extent possible, promoting positive self-esteem, and preparing responsible and productive citizens for a challenging and technologically driven 21st century.

*Last updated: 1/4/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	87
Grade 1	77
Grade 2	76
Grade 3	72
Grade 4	96
Grade 5	68
<b>Total Enrollment</b>	<b>476</b>



Last updated: 1/4/2018

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	1.9 %
American Indian or Alaska Native	0.0 %
Asian	49.4 %
Filipino	2.3 %
Hispanic or Latino	13.2 %
Native Hawaiian or Pacific Islander	0.2 %
White	24.2 %
Two or More Races	8.8 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	4.0 %
English Learners	24.6 %
Students with Disabilities	5.7 %
Foster Youth	0.0 %

Last updated: 1/4/2018

## A. Conditions of Learning

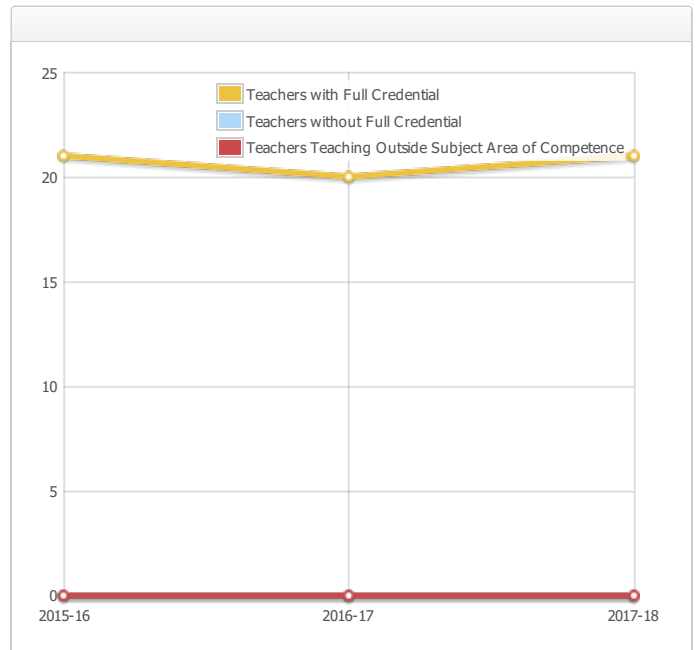
### State Priority: Basic

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

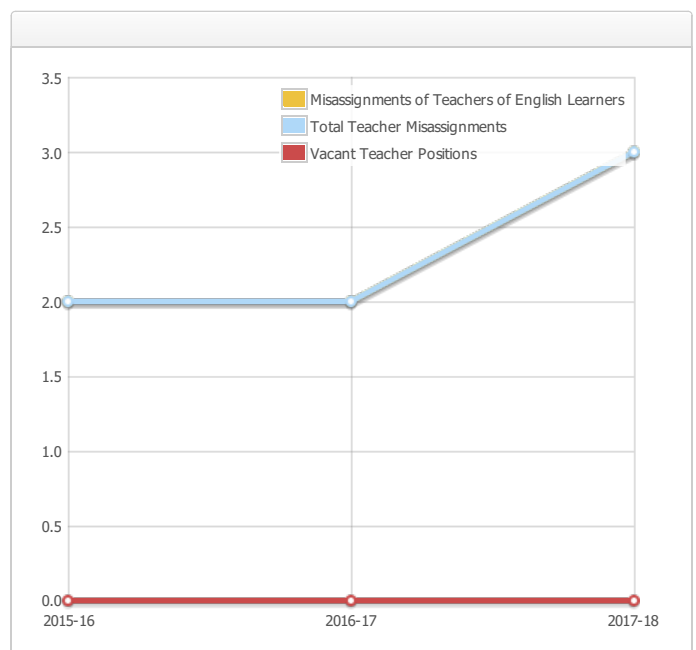
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	20	21	21
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/5/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	2	2	3
Total Teacher Misassignments*	2	2	3
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: 1/5/2018

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><b>Grade K</b></p> <p>Practice Book Student Edition, Level K, Houghton Mifflin, 2003</p> <p><b>Grade 1</b></p> <p>Student Anthology, Here We Go, Level 1, Houghton Mifflin, 2003</p> <p>Student Anthology, Lets Be Friends Level 1.2, Houghton Mifflin, 2003</p> <p>Student Anthology, Surprises, Level 1.3, Houghton Mifflin, 2003</p> <p>Student Anthology, Treasures, Level 1.4, Houghton Mifflin, 2003</p> <p><b>Grade 2</b></p> <p>Student Anthology, Adventures, Level 2.1, Houghton Mifflin, 2003</p> <p>Student Anthology, Delights, Level 2.2, Houghton Mifflin, 2003</p> <p><b>Grade 3</b></p> <p>Student Anthology, Rewards, Level 3.1, Houghton Mifflin, 2003</p> <p>Student Anthology, Horizons, Level 3.2, Houghton Mifflin, 2003</p> <p><b>Grade 4</b></p> <p>Student Anthology, Traditions, Level 4, Houghton Mifflin, 2003</p> <p><b>Grade 5</b></p> <p>Student Anthology, Expeditions, Level 5, Houghton Mifflin, 2003</p>	Yes	0.0 %
Mathematics	<p><b>Grades K-5</b></p> <p>Math In Focus, Singapore Math, Houghton Mifflin Harcourt</p> <p>Math In Focus, HMH, 2012 Student Ed 978-0-547-64680-0 – Set of 4 – Kdg</p> <p>Student Edition, Book A Part 1</p> <p>Student Edition, Book A Part 2</p> <p>Student Edition, Book B Part 1</p> <p>Student Edition, Book B Part 2</p> <p>Math In Focus, HMH, 2015 Student Ed 978-0-544-22396-7 – Grade 1</p> <p>Math In Focus, HMH, 2015 Workbooks Bundle A&amp;B 978-0-544-22400-1 – Grade 1</p> <p>Math In Focus, HMH, 2015 Student Ed 978-0-544-22406-3 – Grade 2</p> <p>Math In Focus, HMH, 2015 Workbooks Bundle A&amp;B 978-0-544-22410-0 – Grade 2</p> <p>Math In Focus, HMH, 2015 Student Ed 978-0-544-22416-2 – Grade 3</p> <p>Math In Focus, HMH, 2015 Workbooks Bundle A&amp;B 978-0-544-</p>	Yes	0.0 %

	22420-9 – Grade 3		
	Math In Focus, HMH, 2015 Student Ed 978-0-544-22426-1 – Grade 4		
	Math In Focus, HMH, 2015 Workbooks Bundle A&B 978-0-544-22430-8 – Grade 4		
	Math In Focus, HMH, 2015 Student Ed 978-0-544-22440-7 – Grade 5		
	Math In Focus, HMH, 2015 Workbooks Bundle A&B978-0-544-22430-8 – Grade 5		
Science	<p><b>Grade K</b></p> <p>California Science Big Book Flip Chart, Pearson-Scott Foresman, 2008</p> <p><b>Grades 1-2</b></p> <p>California Science, Pupil Edition, Pearson-Scott Foresman, 2008</p> <p><b>Grades 3-5</b></p> <p>California Science, Pupil Edition, MacMillan/McGraw-Hill, 2008</p>	Yes	0.0 %
History-Social Science	<p><b>Grade K</b></p> <p>History-Social Science for California, Pearson-Scott Foresman 2007</p> <p><b>Grade 1</b></p> <p>California Vistas, MacMillan/McGraw-Hill, 2007 Unit Big Book Package</p> <p><b>Grade 2</b></p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> <p><b>Grade 3</b></p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> <p><b>Grade 4</b></p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> <p><b>Grade 5</b></p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p>	Yes	0.0 %
Foreign Language			0.0 %
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	0.0 %
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.

## School Facility Conditions and Planned Improvements

Soleado Elementary continues to be well maintained and is in good condition. Repairs are conducted by the district maintenance department as part of the scheduled up-keep of the facility or on an as needed basis. We are working on repairing playground surface areas and fixing water fountains. We are also structuring a plan to make sure all classroom entry ways are secure for lock down emergencies.

*Last updated: 1/4/2018*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	water fountains and playground surface areas
Interior: Interior Surfaces	Fair	Working on creating a safe lock down area in all buildings. This includes window coverings and securing access through large sliding glass doors in classrooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Clearing out all areas and securing small holes or access ways into buildings so pest/vermin do not enter buildings
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	One fountain removed. Needs to be replaced (work order).
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Panels around HVAC units blown off from wind; need replacement (work order).
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Repairs made to play structure matting. Repaired but future replacement will be required.  Working on a plan to secure large sliding glass doors for safe lock down in all classrooms.

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/4/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	85%	81%	80%	78%	48%	48%
Mathematics (grades 3-8 and 11)	79%	79%	73%	72%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/3/2018*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	237	224	94.51%	81.25%
Male	119	110	92.44%	73.64%
Female	118	114	96.61%	88.60%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	121	114	94.21%	81.58%
Filipino	--	--	--	
Hispanic or Latino	27	26	96.30%	65.38%
Native Hawaiian or Pacific Islander				
White	60	56	93.33%	87.50%
Two or More Races	16	15	93.75%	86.67%
Socioeconomically Disadvantaged	--	--	--	
English Learners	64	56	87.50%	73.21%
Students with Disabilities	16	13	81.25%	53.85%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/3/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	237	228	96.20%	78.95%
Male	119	112	94.12%	75.00%
Female	118	116	98.31%	82.76%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	121	118	97.52%	89.83%
Filipino	--	--	--	
Hispanic or Latino	27	26	96.30%	61.54%
Native Hawaiian or Pacific Islander				
White	60	56	93.33%	67.86%
Two or More Races	16	15	93.75%	73.33%
Socioeconomically Disadvantaged	--	--	--	
English Learners	64	60	93.75%	83.33%
Students with Disabilities	16	13	81.25%	61.54%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/3/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	80.0%	86.0%	87.0%	87.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/3/2018*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	4.5%	26.9%	53.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/3/2018*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

We pride ourselves as a school that provides many opportunities for parent involvement. Currently we have a PTA, Booster Club, JPA (Japanese Parent Association), KPA (Korean Parent Association), TPA (Taiwanese Parent Association). These groups provide volunteer opportunities for parents on a daily basis. We will continue to make sure parents feel welcomed on the campus and acknowledge their importance as contributors to their child's education. Our website is constantly updated with school information so our parents can stay informed. Currently many of our parents, grandparents, and community members engage in a wide variety of volunteer service to our school. We are proud to say that our students receive volunteer support through daily academic activities, RTI interventions, Art At Your Fingertips Program, garden lessons, flexible groupings, and numerous PTA and Booster Club sponsored activities, and well as the enhancement from the exciting multicultural experiences that occur throughout the year. The PTA supports all areas of the instructional program and The Booster Club coordinates the fundraising to support the PTA programs and school improvements. These organizations have enabled our school to benefit from field trips, cultural enrichment assemblies, character education, performing arts, and campus beautification. This continued support has benefited all of our students.

### State Priority: Pupil Engagement

*Last updated: 1/4/2018*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

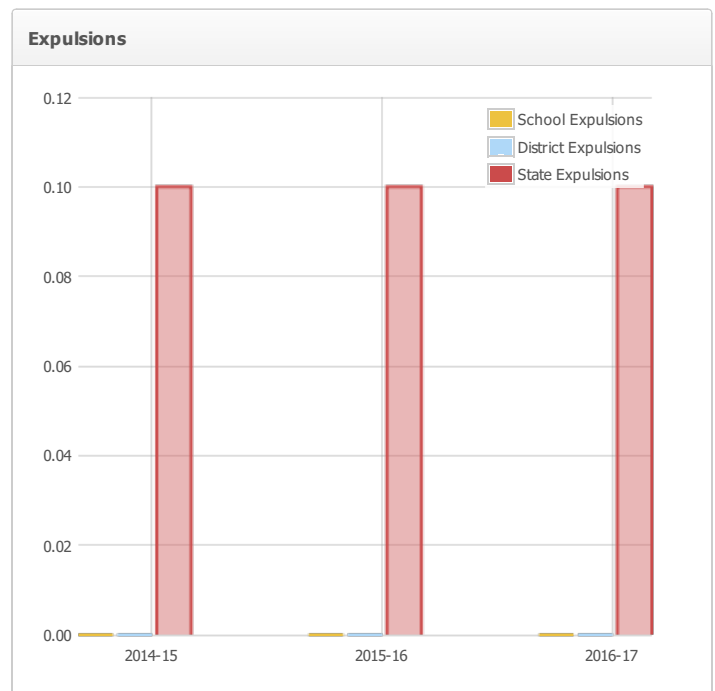
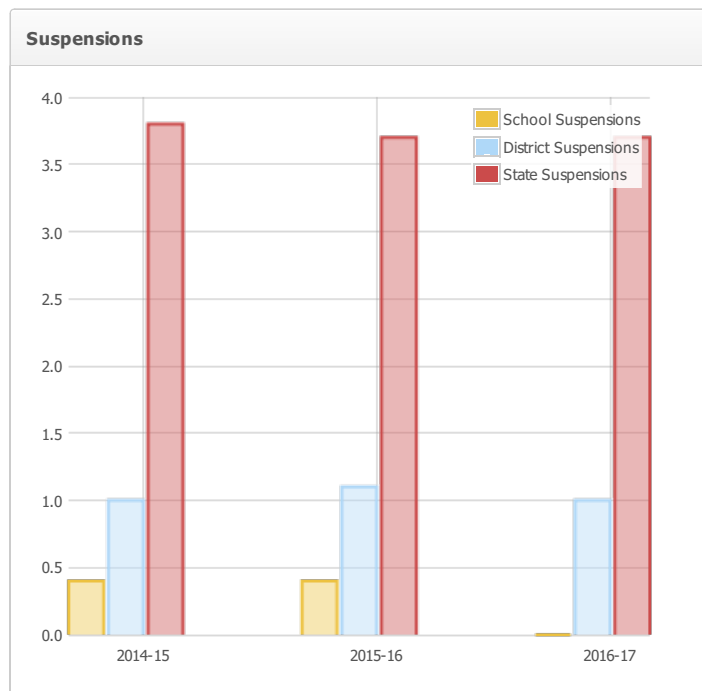
# State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.4%	0.4%	0.0%	1.0%	1.1%	1.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/4/2018

## School Safety Plan (School Year 2017-18)

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

During the 2016-2017 school year, Soleado performed monthly practice disaster drills, fire, earthquake duck and cover, and evacuation as well as the "Great American Shake-Out."

During the period between August 31, 2016 and June 9, 2017, there were two suspensions. We did not experience any instances of hate crimes.

Soleado Elementary School creates a safe school environment. The school implements programs and practices to address bullying that are aligned to District policy. (Reference: Board Policy 5131.2)

Plan Adopted by School Site Council November 2, 2017

Plan approved by District Governing Board on February 22, 2018

*Last updated: 1/4/2018*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	0	4	0	22.0	0	4	0	22.0	0	4	0
1	24.0	0	3	0	24.0	0	3	0	26.0	0	3	0
2	25.0	0	4	0	24.0	0	3	0	25.0	0	3	0
3	22.0	0	3	0	23.0	0	4	0	24.0	0	3	0
4	31.0	0	2	0	33.0	0	1	1	32.0	0	3	0
5	23.0	1	1	1	33.0	0	0	2	34.0	0	0	2
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/4/2018

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.9	N/A
Other		N/A

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

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

Last updated: 1/4/2018

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5802.1	\$162.0	\$5640.1	\$77480.8
District	N/A	N/A	\$10141.8	\$80086.0
Percent Difference – School Site and District	N/A	N/A	-57.1%	-3.3%
State	N/A	N/A	\$6574.0	\$77824.0



Percent Difference – School Site and State	N/A	N/A	-15.3%	-0.4%
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Note: Cells with N/A values do not require data.

*Last updated: 1/8/2018*

**Types of Services Funded (Fiscal Year 2016-17)**

For the 2016-17 school year, Palos Verdes Peninsula Unified School District spent an average of \$10,379.39 to educate each student (based on 2016-17 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 2016-17 school year, the District received approximately \$728.18 per student in federal, state and local aid for the following categorical, special education and support programs:

Title I  
 Special Education IDEA Local Assistance  
 Special Education IDEA Preschool  
 Special Education IDEA Preschool Local Entitlement  
 Special Education IDEA Mental Health  
 Special Education IDEA Preschool Staff Development  
 Career and Technical Education  
 Title II  
 Title III  
 Restricted Lottery  
 Special Education  
 Special Education Mental Health Services  
 College and Career Readiness  
 Specialized Secondary Programs  
 Metropolitan Water District Grant  
 Music Donation Grant  
 Project Lead the Way  
 Special Children's League  
 Los Angeles County Arts Commission

*Last updated: 1/8/2018*

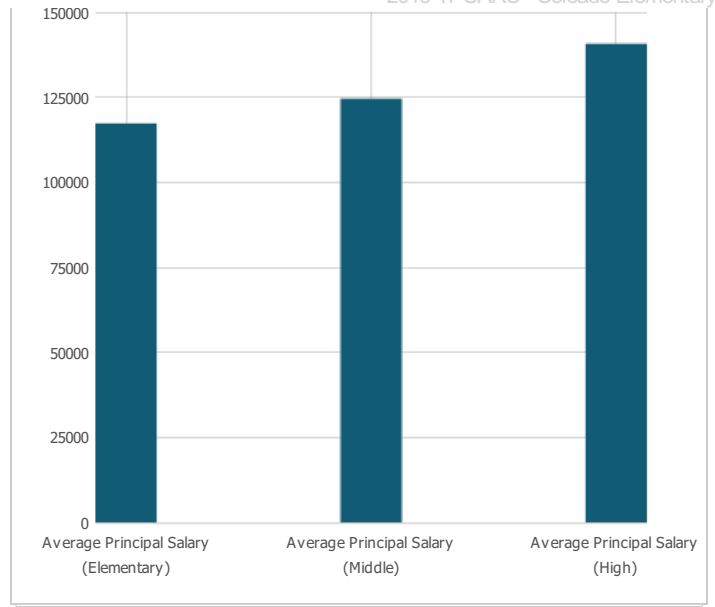
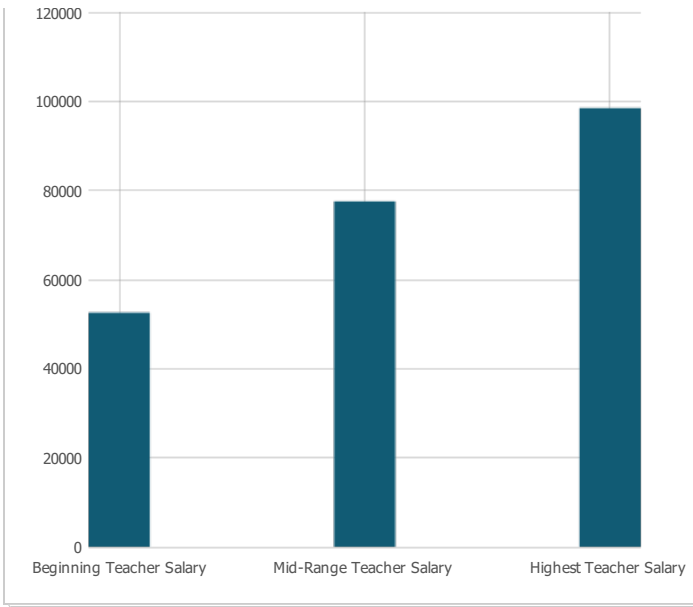
**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,571	\$48,522
Mid-Range Teacher Salary	\$77,531	\$75,065
Highest Teacher Salary	\$98,471	\$94,688
Average Principal Salary (Elementary)	\$117,278	\$119,876
Average Principal Salary (Middle)	\$124,573	\$126,749
Average Principal Salary (High)	\$140,701	\$135,830
Superintendent Salary	\$270,746	\$232,390
Percent of Budget for Teacher Salaries	39.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart**

**Principal Salary Chart**



*Last updated: 1/4/2018*

## Professional Development

Professional Development for the 2016-17 school year focused on the implementation of the teaching and learning strategies associated with the California State Standards. All teachers have been developing an understanding of close reading strategies, depth of knowledge, project-based learning, cognitive guided instruction, designing lessons/assessments, and implementing curriculum supporting the standards. Lead teachers continue to support professional development in math and reading. Teachers have been provided opportunities to observe lessons taught by colleagues. We continue to provide SBAC training and practice for teachers and students regarding performance tasks in both English Language Arts and Mathematics. The conversation has begun with lead teachers about the shifts needed in instruction aligned to NGSS. Professional Development related to Growth Mindset and the social-emotional well-being of all students will become a focus at Soleado in the 2017-2018 school year. We will also begin our ELA pilot and make a decision on how to move forward with that adoption in the spring of 2018. Committees will also be formed to begin the process of formalizing our PBIS school plan. Combining social emotional support with a structured PBIS plan will be an important focus of the 2017-2018 school plan.

*Last updated: 1/4/2018*