

# Lunada Bay 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. Julie Tarango, 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 Your 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!

Julie Tarango, Principal

**Contact**

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

*Phone: 310-377-3005*

*E-mail: [tarangoj@pvpusd.net](mailto:tarangoj@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>                               | 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>                                 | Mrs. Julie Tarango, Principal   |
| <b>E-mail Address</b>                            | <a href="mailto:tarangoj@pvpusd.net">tarangoj@pvpusd.net</a>          |
| <b>Web Site</b>                                  | <a href="http://lunadabay.pvpusd.net">http://lunadabay.pvpusd.net</a> |
| <b>County-District-School (CDS) Code</b>         | 19648656021240  |

*Last updated: 1/3/2018*

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

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.

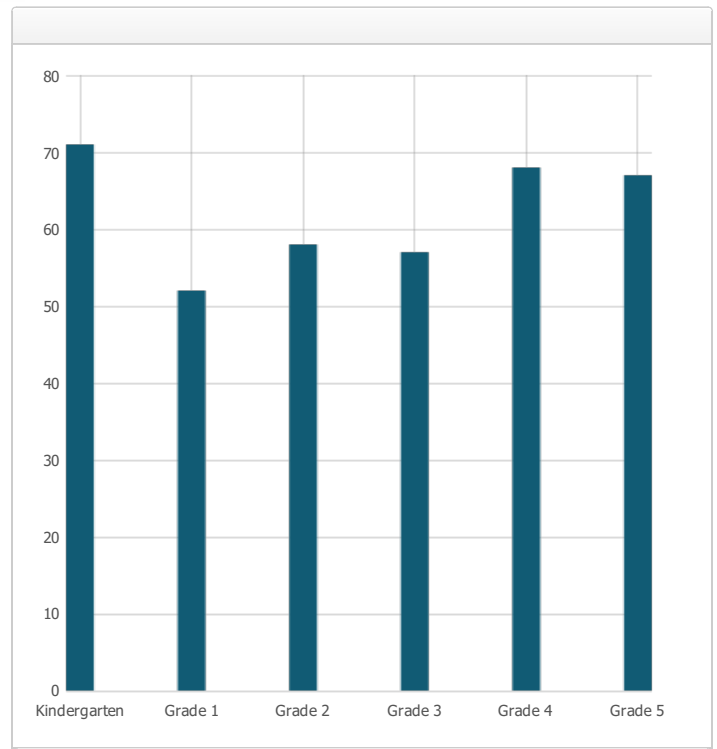
All schools in Palos Verdes Peninsula Unified School District are highly successful academically, as is Lunada Bay due to a highly qualified staff that continually focuses on improvement of craft and the changing needs of today's learner. Beginning in kindergarten, children are instructed and continually 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 California State Standards and the incoming 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. A minimum of four desktop computers and six iPads® are used in every classroom and laptops can be checked out and used as needed. A thirty-eight-station computer lab is currently under construction. Our library houses Mac and PC computer stations and a complete science lab is available for hands-on experiences for all students.

*Last updated: 1/3/2018*

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

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 71                 |
| Grade 1                 | 52                 |
| Grade 2                 | 58                 |
| Grade 3                 | 57                 |
| Grade 4                 | 68                 |
| Grade 5                 | 67                 |
| <b>Total Enrollment</b> | <b>373</b>         |

*Last updated: 1/3/2018***Student Enrollment by Student Group (School Year 2016-17)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 2.4 %                       |
| American Indian or Alaska Native    | 0.0 %                       |
| Asian                               | 18.0 %                      |
| Filipino                            | 1.3 %                       |
| Hispanic or Latino                  | 12.9 %                      |
| Native Hawaiian or Pacific Islander | 0.0 %                       |
| White                               | 57.1 %                      |
| Two or More Races                   | 8.3 %                       |
| Other                               | 0.0 %                       |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 2.1 %                       |
| English Learners                    | 10.7 %                      |
| Students with Disabilities          | 6.4 %                       |
| Foster Youth                        | 0.0 %                       |

*Last updated: 1/3/2018*

## A. Conditions of Learning

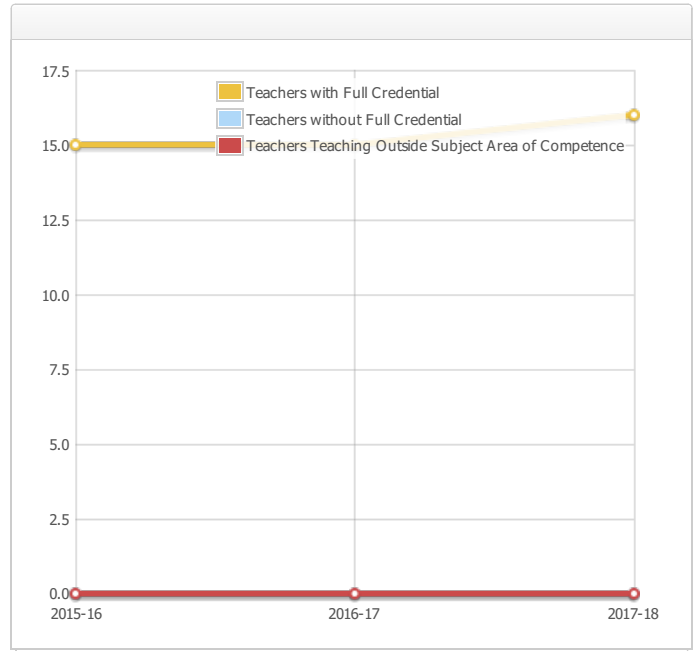
### State Priority: Basic

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

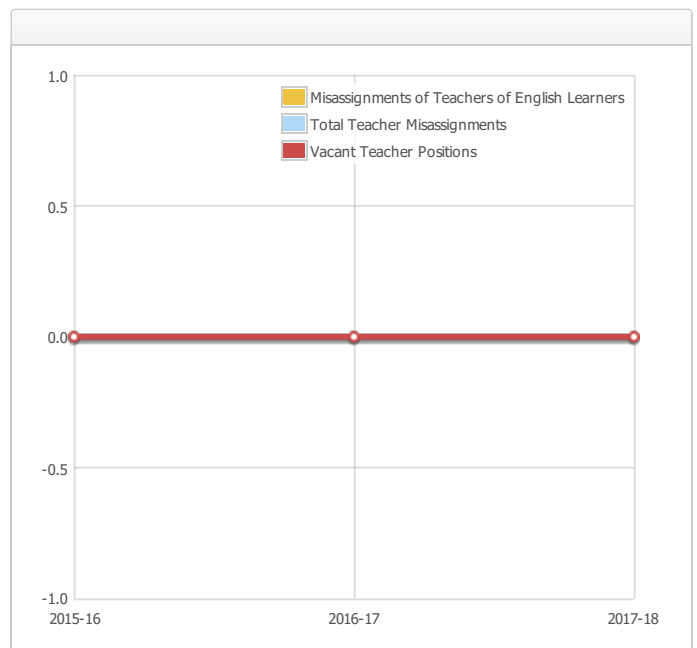
| Teachers  | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2015-16 | 2016-17 | 2017-18 | 2017-18  |
| With Full Credential  | 15      | 15      | 16      | 504      |
| Without Full Credential   | 0       | 0       | 0       | 1        |
| Teachers Teaching 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 | 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: 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 978-0-544-22420-9 – Grade 3</p> <p>Math In Focus, HMH, 2015 Student Ed 978-0-544-22426-1 – Grade 4</p>   | Yes                        | 0.0 %                                      |

|                                    |   |     |       |
|------------------------------------|---|-----|-------|
|                                    | 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<br/>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<br>(Grades 9-12) | N/A   | N/A | 0.0 % |

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

Last updated: 1/5/2018

## School Facility Conditions and Planned Improvements

### Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### Cleaning Process and Schedule:

The District's Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Facility Improvements:

In the 2013-2014 school year, a computer lab was added with upgraded electrical and Internet capabilities. In the summer of 2015, three buildings received a new roof. The staff parking lot was repaved in 2015. A security gate was installed between the MPR and our staff parking lot in January of 2016. The student bathroom buildings received roof repair during the summer of 2016. Improved lightening systems and a new projector was installed in the MPR in 2016.

### Repair Status:

Lunada Bay is a fifty-seven year old facility with seven permanent buildings and four portable classrooms. All academic classrooms are housed in five of the permanent buildings. The kitchen/multi-purpose room are in one building and the office is in another. All system are in good repair.

*Last updated: 1/8/2018*

## 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                      | Good   |   |
| Interior: Interior Surfaces                                     | Good   |   |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation       | Good   | Increased treatment for gophers and squirrels provided.       |
| Electrical: Electrical  | Good   |   |
| Restrooms/Fountains: Restrooms, Sinks/Fountains                 | Good   | Installed three water bottle filling stations.                |
| Safety: Fire Safety, Hazardous Materials                        | Good   |   |
| Structural: Structural Damage, Roofs                            | Good   |   |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good   | Play structure surfacing is old and regular repairs required. |

## Overall Facility Rate

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

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

*Last updated: 1/3/2018*



## 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) | 80%   | 72%     | 80%      | 78%     | 48%     | 48%     |
| Mathematics (grades 3-8 and 11)                      | 69%   | 60%     | 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                                  | 190                     | 187                  | 98.42%                | 72.19%                         |
| Male  | 104                     | 103                  | 99.04%                | 66.99%                         |
| Female  | 86                      | 84                   | 97.67%                | 78.57%                         |
| Black or African American                     | --                      | --                   | --                    |                                |
| American Indian or Alaska Native              |                         |                      |                       |                                |
| Asian   | 41                      | 41                   | 100.00%               | 82.93%                         |
| Filipino                                      | --                      | --                   | --                    |                                |
| Hispanic or Latino                            | 23                      | 23                   | 100.00%               | 52.17%                         |
| Native Hawaiian or Pacific Islander           |                         |                      |                       |                                |
| White   | 97                      | 95                   | 97.94%                | 72.63%                         |
| Two or More Races                             | 22                      | 21                   | 95.45%                | 76.19%                         |
| Socioeconomically Disadvantaged               | --                      | --                   | --                    |                                |
| English Learners                              | 23                      | 23                   | 100.00%               | 65.22%                         |
| Students with Disabilities                    | 18                      | 18                   | 100.00%               | 44.44%                         |
| 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                                  | 190                     | 186                  | 97.89%                | 60.22%                         |
| Male  | 104                     | 102                  | 98.08%                | 60.78%                         |
| Female  | 86                      | 84                   | 97.67%                | 59.52%                         |
| Black or African American                     | --                      | --                   | --                    |                                |
| American Indian or Alaska Native              |                         |                      |                       |                                |
| Asian   | 41                      | 41                   | 100.00%               | 80.49%                         |
| Filipino                                      | --                      | --                   | --                    |                                |
| Hispanic or Latino                            | 23                      | 23                   | 100.00%               | 34.78%                         |
| Native Hawaiian or Pacific Islander           |                         |                      |                       |                                |
| White   | 97                      | 94                   | 96.91%                | 60.64%                         |
| Two or More Races                             | 22                      | 21                   | 95.45%                | 47.62%                         |
| Socioeconomically Disadvantaged               | --                      | --                   | --                    |                                |
| English Learners                              | 23                      | 23                   | 100.00%               | 47.83%                         |
| Students with Disabilities                    | 18                      | 18                   | 100.00%               | 33.33%                         |
| 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) | 86.0%  | 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           | 9.1%   | 16.7%                         | 68.2%                        |

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)

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 bicycle safety checks 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: 1/3/2018*

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

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

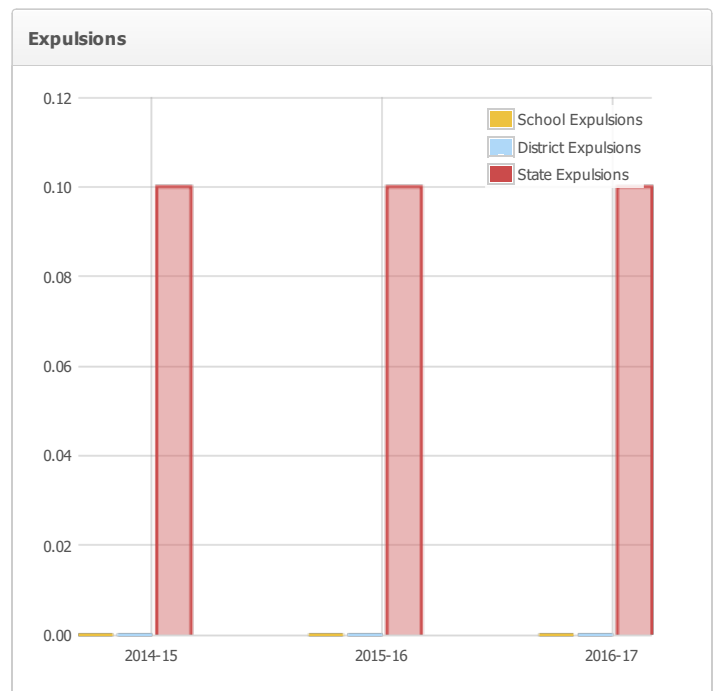
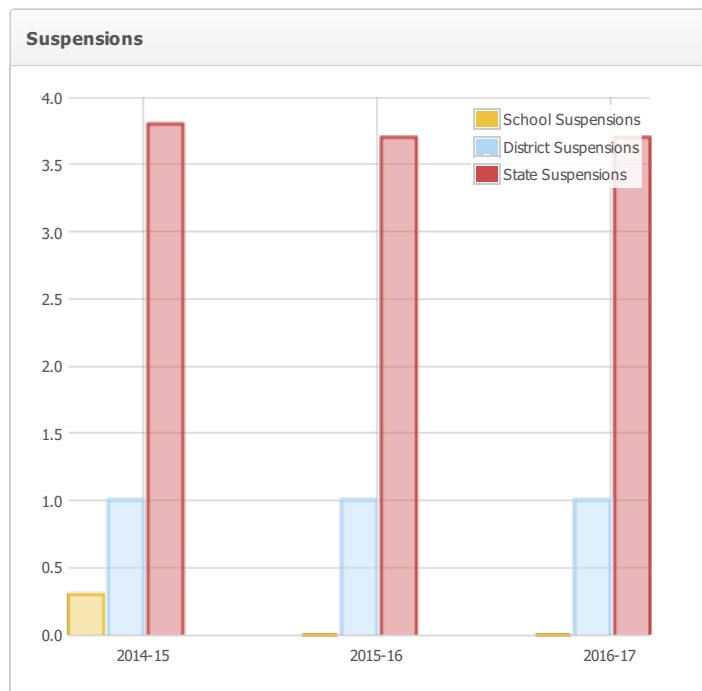
# State Priority: School Climate

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 | 0.3%    | 0.0%    | 0.0%    | 1.0%     | 1.0%    | 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: 1/3/2018

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

The 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.

The Comprehensive School Safety Plan addresses ten areas:

1. Child Abuse Reporting and Procedures
2. Disaster Procedures
3. Policies for Suspension and Expulsion
4. Procedures to Notify Teachers of Dangerous Students
5. Discrimination and Harassment Policy
6. The Provisions of a School-Wide Dress Code
7. Procedures for Safe Ingress and Egress
8. A safe and orderly environment conducive to learning, including anti-bullying/respect and social media education (Internet)
9. The Rules and Procedures for School Discipline

10. Hate Crime Reporting Procedures

A copy of the Comprehensive School Safety Plan is available for public inspection, upon request, in the main office of the school. This plan was last reviewed and updated in September 2017.

*Last updated: 1/3/2018*



## 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           | 23.0               | 0                   | 3     | 0   | 21.0               | 1                   | 2     | 0   | 24.0               | 1                   | 2     | 0   |
| 1           | 24.0               | 0                   | 2     | 0   | 25.0               | 0                   | 2     | 0   | 26.0               | 0                   | 2     | 0   |
| 2           | 22.0               | 0                   | 2     | 0   | 25.0               | 0                   | 2     | 0   | 24.0               | 0                   | 2     | 0   |
| 3           | 23.0               | 0                   | 3     | 0   | 19.0               | 3                   | 0     | 0   | 23.0               | 0                   | 3     | 0   |
| 4           | 28.0               | 0                   | 2     | 0   | 33.0               | 0                   | 1     | 1   | 34.0               | 0                   | 0     | 2   |
| 5           | 34.0               | 0                   | 0     | 2   | 29.0               | 0                   | 2     | 0   | 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: 1/3/2018

### 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) |                                   | N/A   |
| Library Media Teacher (Librarian)                   | 0.6                               | N/A   |
| Library Media Services Staff (Paraprofessional)     | 1.0                               | N/A   |
| Psychologist  | 0.4                               | N/A   |
| Social Worker                                       | 0.2                               | N/A   |
| Nurse   |                                   | N/A   |
| Speech/Language/Hearing Specialist                  | 0.4                               | N/A   |
| Resource Specialist (non-teaching)                  | 1.0                               | 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: 1/3/2018

### 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                                   | \$5256.0                     | \$0.0                               | \$5256.0                              | \$76788.5              |
| District                                      | N/A                          | N/A                                 | \$10141.8                             | \$80086.0              |
| Percent Difference – School Site and District | N/A                          | N/A                                 | -63.5%                                | -4.2%                  |
| State   | N/A                          | N/A                                 | \$6574.0                              | \$77824.0              |

|  |     |     |        |       |
|--|-----|-----|--------|-------|
| Percent Difference – School Site and State | N/A | N/A | -22.3% | -1.3% |
|--|-----|-----|--------|-------|

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*

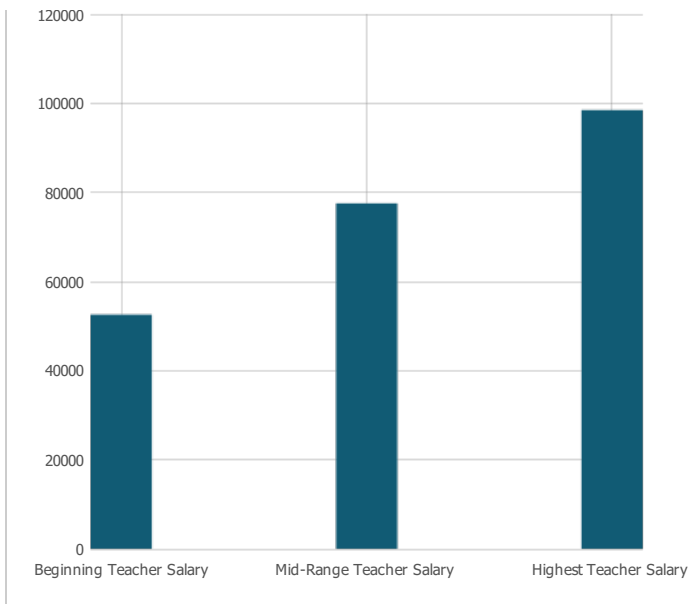
**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

| 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: 1/3/2018*

## Professional Development

Professional Development focused on the implementation of the teaching and learning strategies associated with the California State Standards. All teachers, K-12 have been developing an understanding of close reading strategies, depth of designing lessons/assessments, and implementing curriculum supporting the standards. Teachers have been provided opportunities to observe lessons taught by colleagues and district TOSAs. Curriculum mapping and teacher articulation has been a significant part of the Professional Development. There has been an effort to provide CAASP training and practice for teachers and students regarding performance tasks in both English Language Arts and Mathematics.

Professional Development has been provided by the school district and TOSAs to assist teachers in understanding the claims made in State Standards regarding what students will be able to do in English Language Arts and Mathematics. Committees of in-service teachers meet regularly to delve into standards and materials. Teachers are supported in after-school workshops, conferences, and through individual mentoring to perfect skills and deepen understanding of student learning in the 21st Century. New materials and technologies have been piloted with regular examination of the effectiveness of the materials and technologies to determine further use. Evaluation of data from programs used within the school affirms students are making progress. During the 2016-17 school year, professional development has focused on conversations about how to support and foster a growth mindset with students to bolster their academic achievement. Teachers also spent several days of training on how to support a Writer's Workshop model in their classroom and enhance their writing instruction.

*Last updated: 1/3/2018*