

# Dapplegray 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. Nancy Parsons, Principal

Principal, Dapplegray Elementary

#### About Our School

Dapplegray is the largest transitional kindergarten through fifth grade elementary school in the Palos Verdes Peninsula Unified School District. Housed in a facility originally constructed as a middle school, the students, staff, and families benefit from a large campus with many common learning spaces. Parents are among the strongest supporters of the school and take an active part in all areas.

The goal of the staff and administration is the development of strategies and curriculum relevant to 21st Century Learning. The instructional strategies incorporate higher order thinking skills, multiple intelligences, technology, multimedia and authentic assessments as well as district summative assessments. The consideration of the whole child is considered to be essential. Music, art, drama, and fine arts are an integral part of curriculum. The design of the classrooms takes into account the spaces needed by students and staff as they conduct the business learning the 3Rs, math, reading, and writing and the 4Cs... creativity, communication, critical thinking and collaboraton.

The building has full access to the internet and closed circuit TV. Students and staff have access to a multimedia studio, technology lab, a modern 21st Century library, and an Art/Science Center. In addition the campus has established a music theatre center located in the multi-purpose room. We are committed to quality education using California Common Core State Standards (CCSS) as we prepare our students for their future...not our past.

#### Principal's Comment

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

#### Contact

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

Phone: 310-541-3706  
E-mail: [parsonsn@pvpusd.net](mailto:parsonsn@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>	Dapplegray Elementary
<b>Street</b>	3011 Palos Verdes Dr. North
<b>City, State, Zip</b>	Rolling Hills Estates, Ca, 90274-7303
<b>Phone Number</b>	310-541-3706
<b>Principal</b>	Mrs. Nancy Parsons, Principal
<b>E-mail Address</b>	<a href="mailto:parsonsn@pvpusd.net">parsonsn@pvpusd.net</a>
<b>Web Site</b>	<a href="http://dapplegray.pvpusd.net">http://dapplegray.pvpusd.net</a>
<b>County-District-School (CDS) Code</b>	19648656116172

*Last updated: 1/4/2018*

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

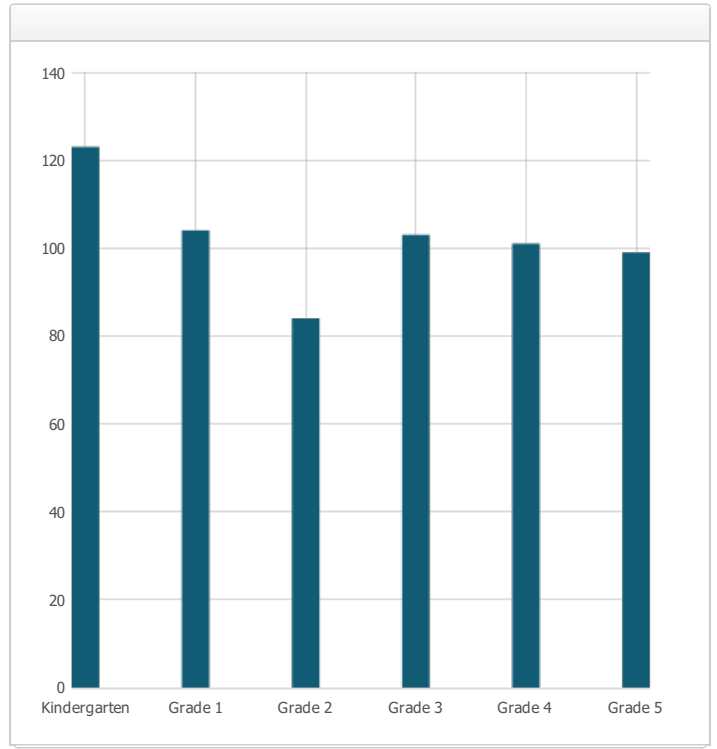
Dapplegray Elementary School serves students in transitional kindergarten through fifth grade. It offers instruction for all students in core subjects and provides physical education, art, and music for all. Programs for special education, English language learners, and gifted students are in place to meet the needs of a variety of learners. The staff is exceptionally dedicated to the task of educating the whole child and works tirelessly with parents to provide the supports necessary for well rounded citizens of the 21st century.

It is the mission of Dapplegray Elementary School to embrace, support, and empower each student to make positive social and behavioral choices to promote personal growth and academic success.

*Last updated: 1/4/2018*

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

Grade Level	Number of Students
Kindergarten	123
Grade 1	104
Grade 2	84
Grade 3	103
Grade 4	101
Grade 5	99
<b>Total Enrollment</b>	<b>614</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	1.6 %
American Indian or Alaska Native	0.7 %
Asian	16.1 %
Filipino	3.6 %
Hispanic or Latino	21.8 %
Native Hawaiian or Pacific Islander	0.3 %
White	48.0 %
Two or More Races	7.8 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	5.5 %
English Learners	6.5 %
Students with Disabilities	6.8 %
Foster Youth	0.0 %

*Last updated: 1/4/2018*

## A. Conditions of Learning

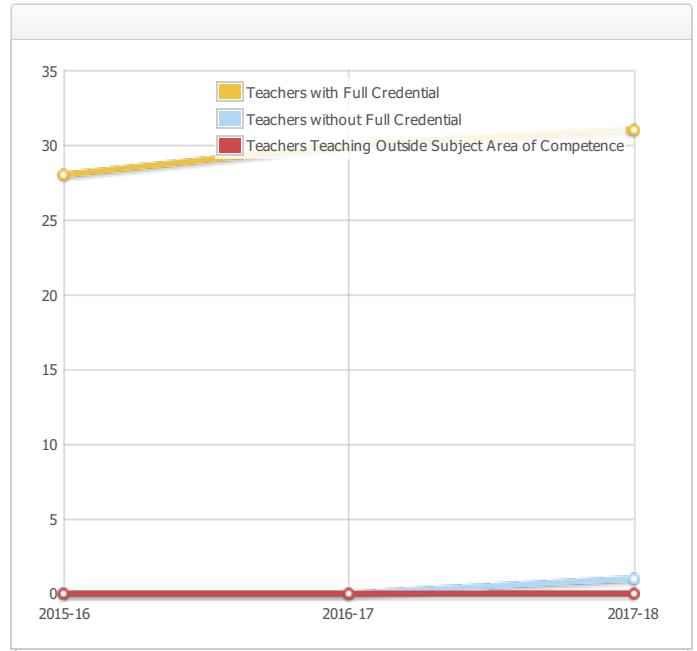
### State Priority: Basic

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

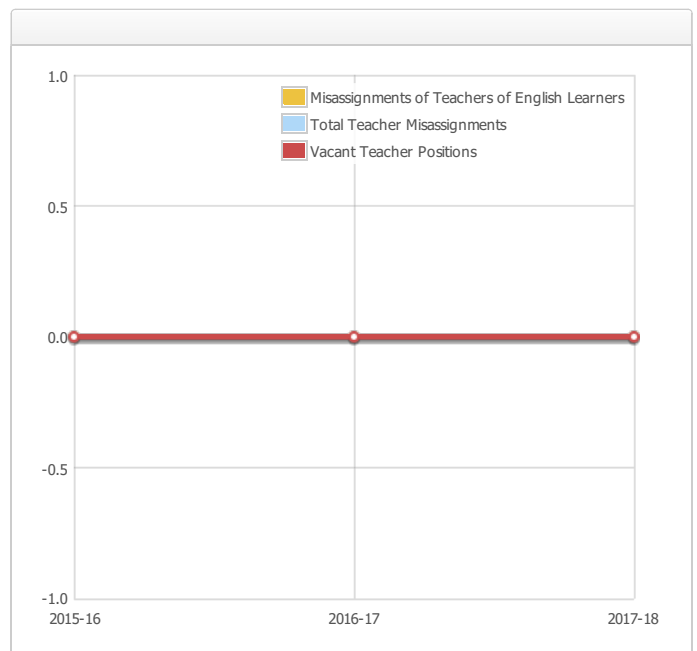
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	30	31	504
Without Full Credential	0	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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> <p>Math In Focus, HMH, 2015 Workbooks Bundle A&amp;B 978-0-544-22430-8 – Grade 4</p> <p>Math In Focus, HMH, 2015 Student Ed 978-0-544-22440-7 – Grade 5</p> <p>Math In Focus, HMH, 2015 Workbooks Bundle A&amp;B 978-0-544-22430-8 – Grade 5</p>	Yes	0.0 %

Science		Yes	0.0 %
	<b>Grade K</b> California Science Big Book Flip Chart, Pearson-Scott Foresman, 2008		
	<b>Grades 1-2</b> California Science, Pupil Edition, Pearson-Scott Foresman, 2008		
	<b>Grades 3-5</b> California Science, Pupil Edition, MacMillan/McGraw-Hill, 2008		
History-Social Science		Yes	0.0 %
	<b>Grade K</b> History-Social Science for California, Pearson-Scott Foresman 2007		
	<b>Grade 1</b> California Vistas, MacMillan/McGraw-Hill, 2007 Unit Big Book Package		
	<b>Grade 2</b> California Vistas, MacMillan/McGraw-Hill, 2007		
	<b>Grade 3</b> California Vistas, MacMillan/McGraw-Hill, 2007		
	<b>Grade 4</b> California Vistas, MacMillan/McGraw-Hill, 2007		
	<b>Grade 5</b> California Vistas, MacMillan/McGraw-Hill, 2007		
Foreign Language			0.0 %
Health		Yes	0.0 %
	<b>Grade TK</b> Health and Wellness, McMillan/McGraw Hill, 2006		
	<b>Grades K-5</b> Health and Fitness, Harcourt School Publishers, 2006		
Visual and Performing Arts		Yes	0.0 %
	<b>Grades K-5</b> Making Music, Silver Burdett		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/4/2018

## School Facility Conditions and Planned Improvements

The Dapplegray Elementary facility is safe, clean, and in good repair. Recent repairs to asphalt on all playgrounds has made play areas more safe. Rubberized play surface and fencing have been installed to create safe zones under and around play structures. Recently installed alarms and security cameras help prevent vandalism and record movement after hours on campus. Due to the age of the facility, ongoing maintenance is necessary for underground pipes.

*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	Good	Sewer lines are in need of continued maintenance/hydrojetting.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Water supply lines are old, but functional.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Removed sand, replaced with turf over pad in one of three play areas. Ongoing repairs required in two of three areas by work order. Permanent fences should be reviewed for replacement.

## 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)	83%	84%	80%	78%	48%	48%
Mathematics (grades 3-8 and 11)	77%	77%	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: 1/4/2018*

**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	301	295	98.01%	84.41%
Male	156	152	97.44%	78.95%
Female	145	143	98.62%	90.21%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	49	49	100.00%	91.84%
Filipino			100.00%	81.82%
Hispanic or Latino	60	58	96.67%	75.86%
Native Hawaiian or Pacific Islander	--	--	--	
White	163	159	97.55%	87.42%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	21	21	100.00%	57.14%
English Learners	13	12	92.31%	83.33%
Students with Disabilities	26	21	80.77%	52.38%
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: 1/4/2018*

**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	301	295	98.01%	76.61%
Male	156	152	97.44%	75.00%
Female	145	143	98.62%	78.32%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	49	49	100.00%	93.88%
Filipino			100.00%	54.55%
Hispanic or Latino	60	58	96.67%	67.24%
Native Hawaiian or Pacific Islander	--	--	--	
White	163	159	97.55%	78.62%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	21	21	100.00%	52.38%
English Learners	13	12	92.31%	83.33%
Students with Disabilities	26	21	80.77%	38.10%
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: 1/4/2018*

**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)	79.0%	81.0%	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: 1/4/2018*

# 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	14.3%	20.4%	56.1%

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: 1/4/2018*

## 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)

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Dapplegray is supported by a PTA and Booster Club who provide volunteers in classrooms and at all school events. Parents who wish to volunteer in classrooms can contact the classroom teacher directly or use the school website, [dapplegray@pvpusd.net](mailto:dapplegray@pvpusd.net), to get information. The school website contains links to PTA and Booster Club for opportunities to become involved.

### 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

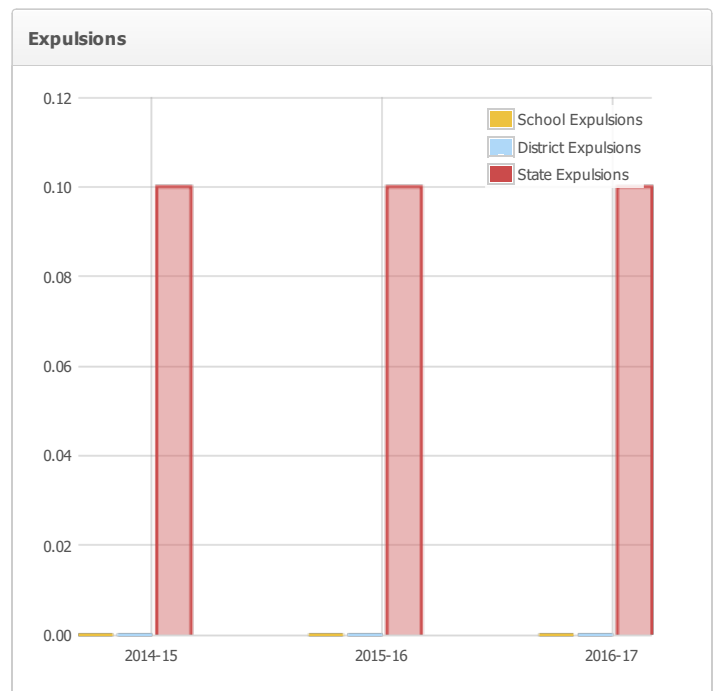
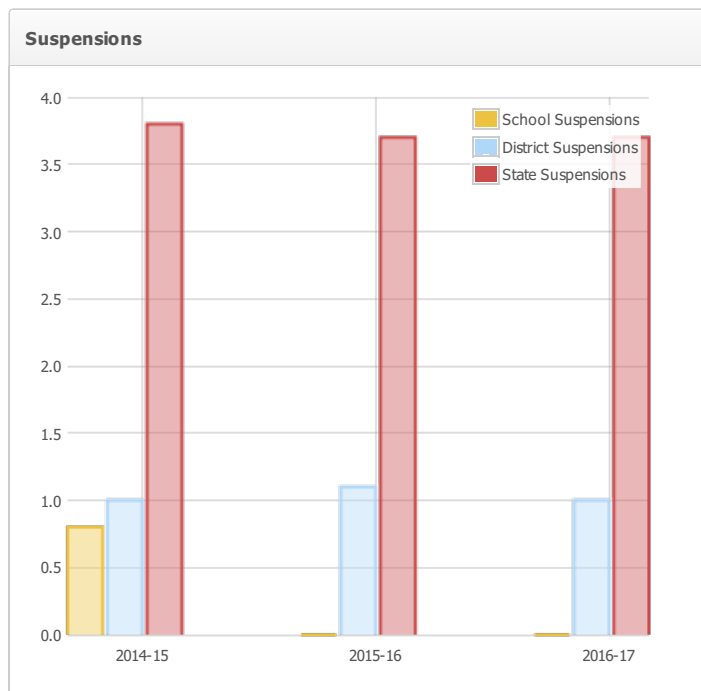
# State Priority: School Climate

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	0.8%	0.0%	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: 1/3/2018

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

Assessment of the current status of school crime committed on the school campus and a review of data from the preceding school year regarding crimes committed on the school campus include:

One burglary of a generator and miscellaneous physical education equipment from a storage container on the field beyond the school buildings. This was reported to local authorities with no resulting arrests or recovery of property. One burglary of three iPads from the school office. This was reported to local authorities and was tracked via apps on the devices with no resulting arrests or recovery of property.

One incident of graffiti reported to authorities with no resulting arrest.

One incident of vandalism not reported to authorities.

There were no crimes committed at school related functions.

There were no suspensions in the 2015-2016 school year.

There were no behavior referrals as student discipline issues were minor and resolved through administrative counseling and collaboration with parents.

The committee concludes installation of a surveillance system might be beneficial in prevention of vandalism. It is possible some type of video surveillance could be helpful in identifying perpetrators and pursuing prosecution or restitution.

*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	25.0	0	4	0	23.0	0	5	0	25.0	0	5	0
1	24.0	0	4	0	25.0	0	3	0	21.0	1	4	0
2	23.0	0	4	0	24.0	0	4	0	24.0	0	3	0
3	24.0	0	4	0	24.0	0	4	0	23.0	0	5	0
4	31.0	0	3	0	32.0	0	2	1	29.0	0	3	0
5	32.0	0	1	3	30.0	0	4	0	28.0	0	4	0
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)		N/A
Library Media Services Staff (Paraprofessional)	0.7	N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other	1.0	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	\$5590.4	\$164.6	\$5425.8	\$79130.5
District	N/A	N/A	\$10141.8	\$80086.0
Percent Difference – School Site and District	N/A	N/A	-60.6%	-1.2%
State	N/A	N/A	\$6574.0	\$77824.0

Percent Difference – School Site and State	N/A	N/A	-19.1%	1.7%
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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*

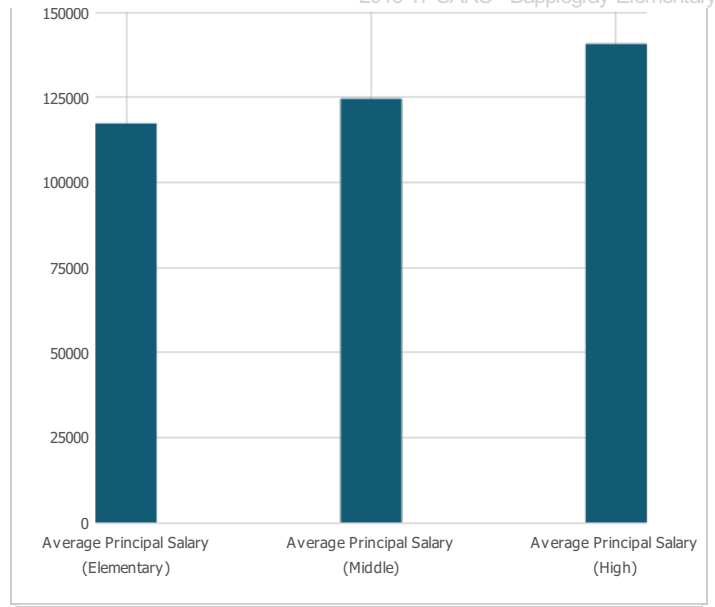
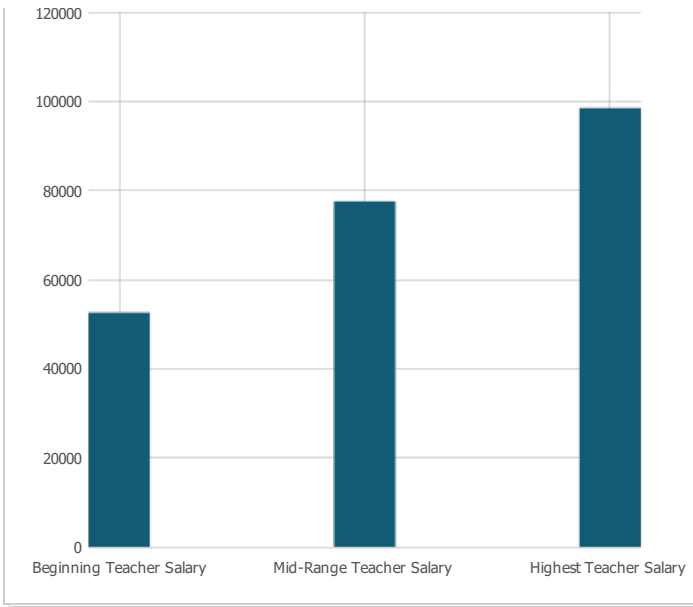
**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

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: 1/3/2018

## Professional Development

In the 2015-2016 academic school year, the main professional development focus was in mathematics. Two days were provided. This built upon the Cognitive Guided Instruction professional development of the previous two years and focused on the adoption of Math in Focus, based on Singapore math. This was selected based on school district and staff input. Other professional development in 2015-2016 included one-half day ongoing Project Lead The Way (PLTW) training as determined by the school district and one-half day exploration of Step Up to Writing based on staff input.

In 2016-2017, one day was provided for ongoing professional development and support in Math in Focus. Two full days of professional development were provided to all staff members on Step Up to Writing at staff request. One-half day of training was provided to teachers new to grade levels for PLTW as continued implementation of STEM curriculum. All teachers participated in previewing proposed English-Language Arts adoptions in order to select two to pilot in the next school year.

In 2017-2018, all first grade and most second grade teachers received one full day of professional development in reading instruction (Daily Five) per their request. The physical education teacher received three full days professional development per his requested attendance at the California Association for Health, Physical Education, Recreation, and Dance conference. Teachers new to grade levels received one-half day training in PLTW as continued implementation of STEM curriculum. Teachers in grades two through five received 1.5 days professional development and collaboration time in implementation of Accelerated Reader per staff request. Four teachers received six days of professional development in reading instruction using two proposed pilot programs for English-Language Arts.

Last updated: 1/4/2018