

Rancho Vista 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.



Salvatrice Kuykendall, Ed.D.

Principal, Rancho Vista Elementary

About Our School

For over 50 years Rancho Vista, a California Distinguished School, has provided all students with an engaging and challenging learning environment which empowers them to become high achieving, responsible, and productive citizens of the world. As a PTA Parent Involvement School of Excellence, the Rancho Vista staff work closely with parents and community members to guide each child in the development of their intellectual toolkit and reach his or her full potential.

Students at Rancho Vista are expected to demonstrate creativity across the content areas, utilize critical thinking to solve real world problems, successfully collaborate with others, and effectively communicate their learning through writing, speaking, and technology. Roadrunners will also self-regulate their learning through metacognition, understand that learning is effort-based, and take risks and learn from their experiences.

The outstanding academic program at Rancho Vista School includes:

- Cognitively Guided Math Instruction (CGI) and a Daily 5 approach to balanced literacy in reading, writing, and vocabulary development.
- Focus on promoting 21st-century skills including critical thinking, collaboration, communication, and creativity.
- A STEM emphasis including a 1:1 iPad program, an engineering-based science curriculum, and an outdoor classroom in the edible learning garden.
- A visual and performing arts program in partnership with the PV Art Center and the Norris Theater.
- Differentiated academic instruction to meet the needs of ALL learners.
- A unique parent participation model that accommodates busy families.
- A tight community of teachers, parents, that creates a safe environment for academic, social, and emotional growth.

Opportunities are available for all parents who are interested in volunteer opportunities by working on projects either from home or through evening and weekend activities.

Rancho Vista's vision is to be a world-class, 21st century school where all students are valued and meet with success. Let's Go, Rancho!

Contact

Rancho Vista Elementary

4323 Palms Verdes Dr. North
Rolling Hills Estates, CA 90274-1576

Phone: 310-378-8388
E-mail: kuykendals@pvpusd.net

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Palos Verdes Peninsula Unified
Phone Number	(310) 378-9966
Superintendent	Don Austin
E-mail Address	austind@pvpusd.net
Web Site	www.pvpusd.net

School Contact Information (School Year 2017-18)	
School Name	Rancho Vista Elementary
Street	4323 Palos Verdes Dr. North
City, State, Zip	Rolling Hills Estates, Ca, 90274-1576
Phone Number	310-378-8388
Principal	Salvatrice Kuykendall, Ed.D.
E-mail Address	kuykendalls@pvpusd.net
Web Site	http://ranchovista.pvpusd.net
County-District-School (CDS) Code	19648656021323

Last updated: 1/3/2018

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

The Rancho Vista School vision is to create a truly world class school where the highest levels of academic achievement are reached by every student. We aspire to be a school model for STEAM (Science, Technology, Engineering, Arts, and Mathematics) and 21st Century Learning. We are dedicated to creating students who are prepared to actively and successfully participate in modern society and succeed in the new knowledge economy.

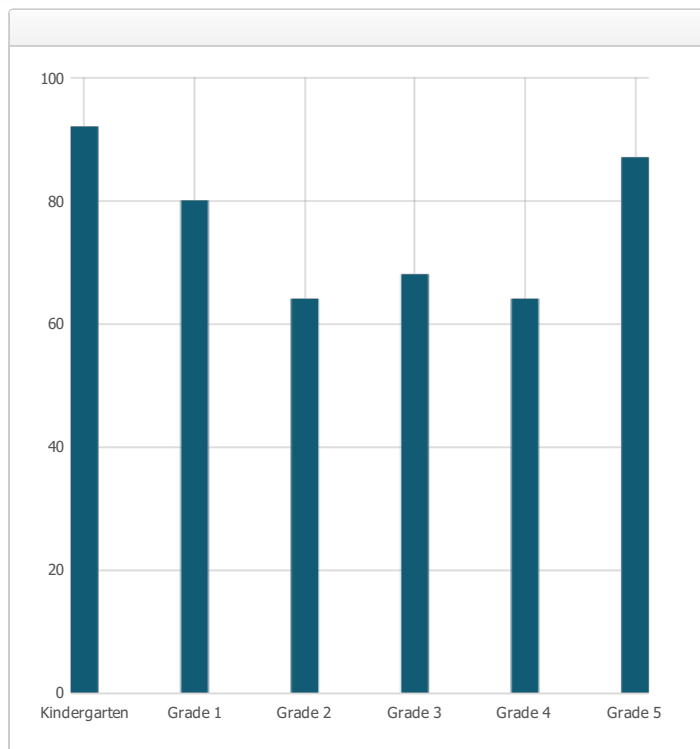
Rancho Vista School exists to provide ALL students with an engaging and challenging learning environment which empowers them to become high achieving, responsible, and productive citizens of the world. Working together with parents and community members, Rancho Vista School endeavors to guide each child in the development of the intellectual tools, curiosity, confidence, social skills, and self-discipline need to recognize his or her full potential.

Rancho Vista teachers and staff believe that ALL students can learn at elevated levels when there are high expectations, rigorous and relevant curriculum, and caring, involved teachers who build strong relationships with students. As a community of learners, we work together to constantly refine and improve our teaching practices, monitor student achievement, and differentiate instruction based on individual student needs. We actively engage our parents and community in our efforts to make Rancho Vista a truly exceptional place for students to learn.

Last updated: 1/3/2018

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

Grade Level	Number of Students
Kindergarten	92
Grade 1	80
Grade 2	64
Grade 3	68
Grade 4	64
Grade 5	87
Total Enrollment	455



Last updated: 1/3/2018

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

Student Group	Percent of Total Enrollment
Black or African American	2.9 %
American Indian or Alaska Native	0.4 %
Asian	21.5 %
Filipino	2.4 %
Hispanic or Latino	11.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	52.5 %
Two or More Races	8.6 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	2.4 %
English Learners	9.9 %
Students with Disabilities	13.0 %
Foster Youth	0.0 %

Last updated: 1/3/2018

A. Conditions of Learning

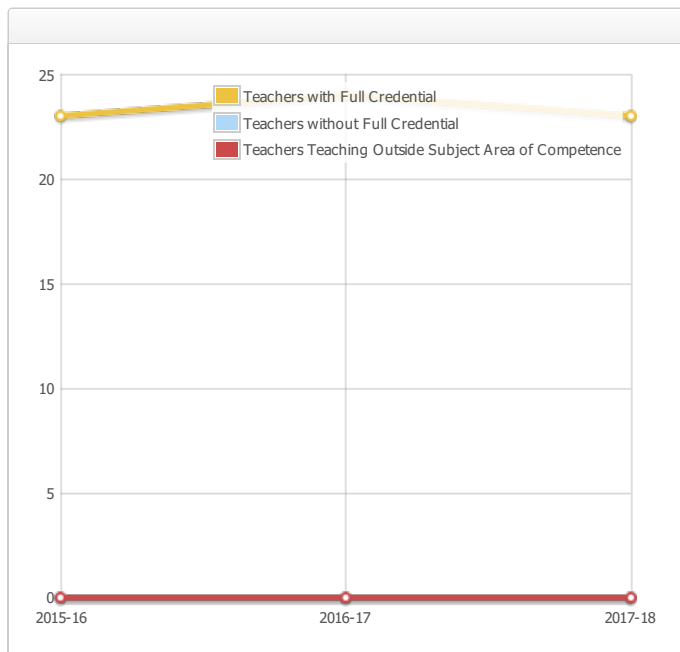
State Priority: Basic

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

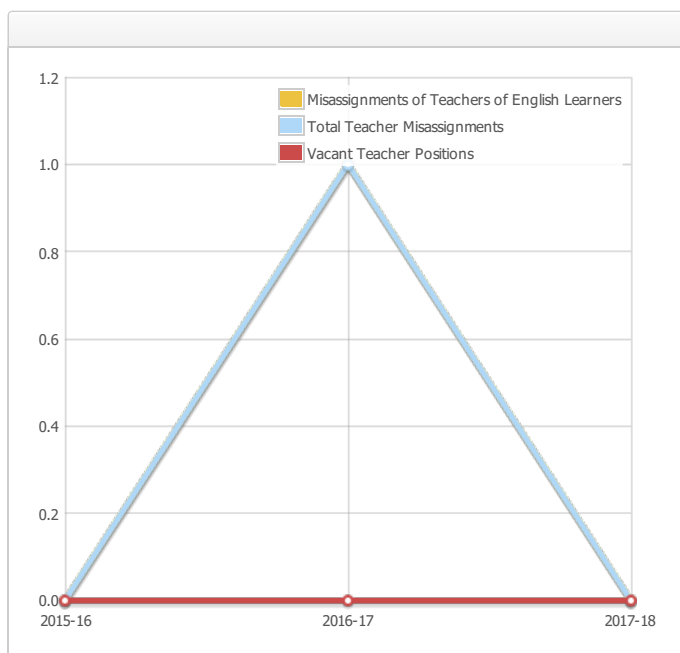
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	23	24	23	504
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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	1	0
Total Teacher Misassignments*	0	1	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>Grade K</p> <p>Practice Book Student Edition, Level K, Houghton Mifflin, 2003</p> <p>Grade 1</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>Grade 2</p> <p>Student Anthology, Adventures, Level 2.1, Houghton Mifflin, 2003</p> <p>Student Anthology, Delights, Level 2.2, Houghton Mifflin, 2003</p> <p>Grade 3</p> <p>Student Anthology, Rewards, Level 3.1, Houghton Mifflin, 2003</p> <p>Student Anthology, Horizons, Level 3.2, Houghton Mifflin, 2003</p> <p>Grade 4</p> <p>Student Anthology, Traditions, Level 4, Houghton Mifflin, 2003</p> <p>Grade 5</p> <p>Student Anthology, Expeditions, Level 5, Houghton Mifflin, 2003</p>	Yes	0.0 %
Mathematics	<p>Grades K-5</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&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&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&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>Grade K</p> <p>California Science Big Book Flip Chart, Pearson-Scott Foresman, 2008</p> <p>Grades 1-2</p> <p>California Science, Pupil Edition, Pearson-Scott Foresman, 2008</p> <p>Grades 3-5</p> <p>California Science, Pupil Edition, MacMillan/McGraw-Hill, 2008</p>	Yes	0.0 %
History-Social Science	<p>Grade K</p> <p>History-Social Science for California, Pearson-Scott Foresman 2007</p> <p>Grade 1</p> <p>California Vistas, MacMillan/McGraw-Hill, 2007 Unit Big Book Package</p> <p>Grade 2</p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> <p>Grade 3</p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> <p>Grade 4</p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> <p>Grade 5</p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p>	Yes	0.0 %
Foreign Language			0.0 %
Health	<p>Grade TK</p> <p>Health and Wellness, McMillan/McGraw Hill, 2006</p> <p>Grades K-5</p> <p>Health and Fitness, Harcourt School Publishers, 2006</p>	Yes	0.0 %
Visual and Performing Arts	<p>Grades K-5</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

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms is available at the Palos Verdes Peninsula Unified School District Office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

District maintenance staff ensures that repairs necessary to keep the school in good repair and in 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 highest priority.

A new drainage system and fencing around the playfield was completed in 2006-07. All outside plumbing connections were replaced in the summer of 2007-08. The entire blacktop was replaced during the summer of 2010. The student library was renovated into a learning commons in 2016-17. Additionally, a running track, bottle water filling stations, a meeting room, and an accessible employee restroom were installed during the summer of 2017.

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	Regular hydrojetting of sewer required.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good
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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)	85%	71%	80%	78%	48%	48%
Mathematics (grades 3-8 and 11)	78%	64%	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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	224	221	98.66%	71.49%
Male	133	131	98.50%	67.18%
Female	91	90	98.90%	77.78%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	48	48	100.00%	75.00%
Filipino	--	--	--	
Hispanic or Latino	14	14	100.00%	64.29%
Native Hawaiian or Pacific Islander				
White	128	126	98.44%	72.22%
Two or More Races	17	17	100.00%	82.35%
Socioeconomically Disadvantaged	--	--	--	
English Learners	27	26	96.30%	50.00%
Students with Disabilities	26	26	100.00%	23.08%
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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	224	221	98.66%	63.80%
Male	133	131	98.50%	63.36%
Female	91	90	98.90%	64.44%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	48	48	100.00%	77.08%
Filipino	--	--	--	
Hispanic or Latino	14	14	100.00%	42.86%
Native Hawaiian or Pacific Islander				
White	128	126	98.44%	61.11%
Two or More Races	17	17	100.00%	82.35%
Socioeconomically Disadvantaged	--	--	--	
English Learners	27	26	96.30%	57.69%
Students with Disabilities	26	26	100.00%	19.23%
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)	93.0%	89.0%	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	4.6%	5.7%	80.5%

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)

Rancho Vista welcomes the parent participation model that encourages and operates successfully due to its large number of parent volunteer hours. Many parents of students enrolled at Rancho Vista elect to volunteer many hours each month. Parents fill a wide range of roles at the school including supporting teaching and learning in the classroom, assisting in the computer lab, science lab, and learning garden, and supporting school programs such as Art At Your Fingertips, science week, outdoor science school, and other educational experiences on campus.

Rancho Vista has a very active PTA through which many parents volunteer their time to the school. Parent volunteers run school fundraising which contributes to the arts and technology programs. They oversee, among other things, emergency disaster preparedness, red and yellow ribbon weeks, the school science fair, carnival, and the PTA Reflections program.

Parent participation and volunteering are critical to Rancho Vista's mission and vision. Please contact Alysa Dearborn, PTA President, for more information about how you can get involved with making Rancho Vista the Best possible place for students to learn.

More information about the Rancho Vista PTA can be found at <https://ranchovista.pvpusd.net>

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

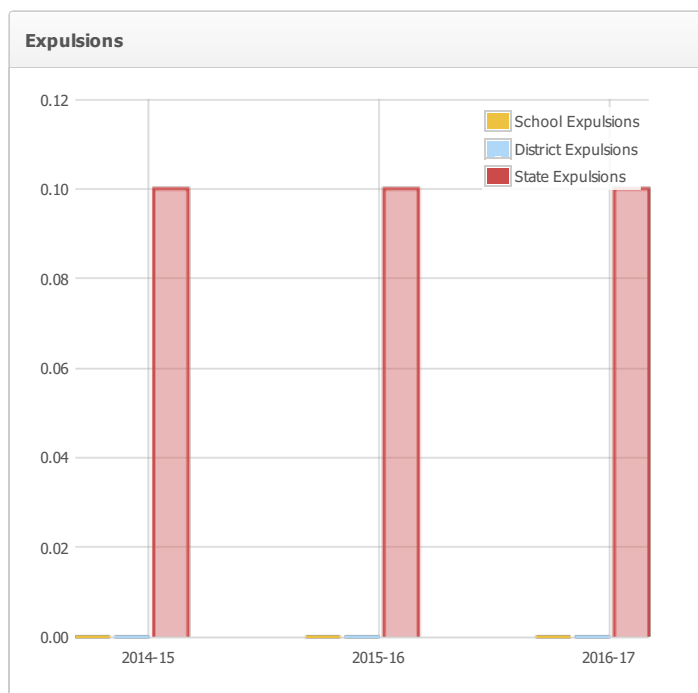
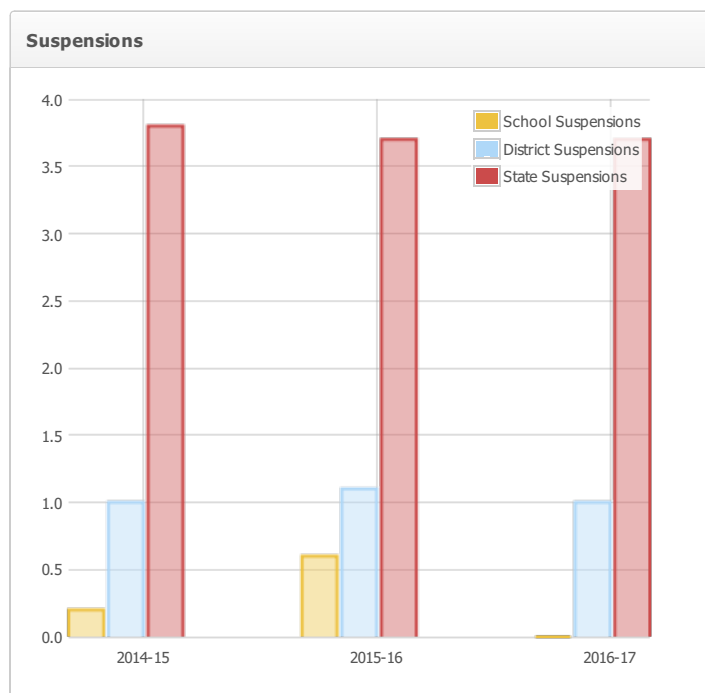
State Priority: School Climate

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	0.2%	0.6%	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)

The Comprehensive School Safety Plan is designed to address safety issues that are directly related to the 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 focus on the academic program. The Comprehensive School Safety plan addresses the following areas:

1. Child Abuse Reporting and Procedures
2. Disaster Procedures
3. Policies Related to Suspension and Expulsion
4. Procedures Regarding Teacher Notification of Dangerous Students
5. Sexual Harassment Policy
6. Provisions of any 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

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

September of 2017 and was reviewed with staff, the School Site Council, and leadership team.

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	21.0	1	3	0	21.0	1	3	0	20.0	1	4	0
1	22.0	0	2	0	25.0	0	2	0	24.0	0	3	0
2	24.0	0	3	0	24.0	0	3	0	24.0	0	2	0
3	24.0	0	3	0	19.0	3	0	0	25.0	0	3	0
4	31.0	0	2	0	32.0	0	2	0	30.0	0	2	0
5	26.0	1	1	2	26.0	1	2	1	28.0	0	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	12.0	1	0	0	8.0	2	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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.8	N/A
Social Worker	0.2	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 1/3/2018

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	\$5600.0	\$0.0	\$5600.0	\$75366.3
District	N/A	N/A	\$10141.8	\$80086.0
Percent Difference – School Site and District	N/A	N/A	-57.7%	-6.1%
State	N/A	N/A	\$6574.0	\$77824.0

Percent Difference – School Site and State	N/A	N/A	-16.0%	-3.2%
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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

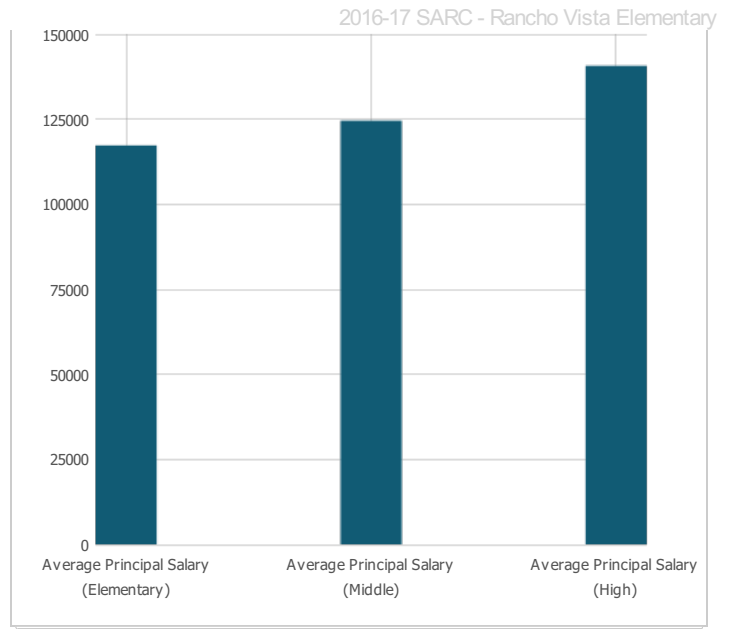
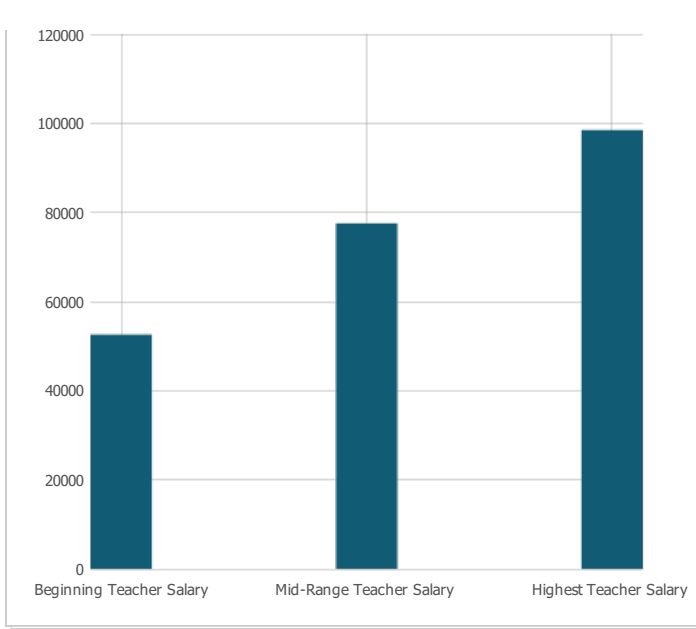
Teacher and Administrative Salaries (Fiscal Year 2015-16)

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

The Rancho Vista staff prides itself on its desire for continuous growth and professional development. The Rancho Vista staff spends many hours each month staying abreast of teaching and learning strategies. All teachers have been developing an understanding of close reading strategies, depth of knowledge, project-based learning, cognitive guided instructions, designing lessons/ assessments, and implementing curriculum supporting the state standards. Teachers have been provided opportunities to observe and debrief with colleagues using a Professional Learning Community (PLC) model for collaboration. Curriculum mapping and teacher articulation have also been a significant part of the professional development structure at Rancho Vista.

Teachers at Rancho Vista have received training and on-going refreshment lessons in Cognitively Guided Math Instruction (CGI), Daily 5 Balanced Literacy, STEM learning, high engagement teaching strategies, writing instruction, and the uses of Thinking Maps to deepen student learning.

Additionally, teachers at Rancho Vista have been trained on guiding students to learn using growth mindset and mindful teaching techniques. Currently, Rancho Vista is in its planning stages of implementing Positive Behavior Interventions and Supports (PBIS) schoolwide. The staff at Rancho Vista has visited PBIS topics, as well as developed a roadmap, to begin to fully implement PBIS in the 2018-19 school year.

Last updated: 1/3/2018