

# Point Vicente 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.



### Ms. Beth Hadley, Principal

Principal, Point Vicente Elementary

### About Our School

Point Vicente Elementary School is one of ten elementary schools in the Palos Verdes Peninsula Unified School District. We offer a rigorous and engaging educational program incorporating 21st Century Skills of collaboration, creativity, critical thinking, and communication for each of our students from Transitional Kindergarten through 5th Grade. We garner strength and knowledge from our diversity and both celebrate and share our uniqueness and our similarities. Point Vicente provides a safe, nurturing environment where character development supports our school community. Point Vicente provides differentiated opportunities allowing each child to develop to their academic and social-emotional potential. We celebrate accomplishments large and small including being named a Blue Ribbon School in 2016!

### Contact

Point Vicente Elementary  
30540 Rue de La Pierre  
Rancho Palos Verdes, CA 90275-5364

Phone: 310-377-6972 x200  
E-mail: [hadleyb@pvpusd.net](mailto:hadleyb@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>	Point Vicente Elementary
<b>Street</b>	30540 Rue de La Pierre
<b>City, State, Zip</b>	Rancho Palos Verdes, Ca, 90275-5364
<b>Phone Number</b>	310-377-6972 x200
<b>Principal</b>	Ms. Beth Hadley, Principal
<b>E-mail Address</b>	<a href="mailto:hadleyb@pvpusd.net">hadleyb@pvpusd.net</a>
<b>Web Site</b>	<a href="http://pointvicente.pvpusd.net">http://pointvicente.pvpusd.net</a>
<b>County-District-School (CDS) Code</b>	19648656021315

*Last updated: 1/4/2018*

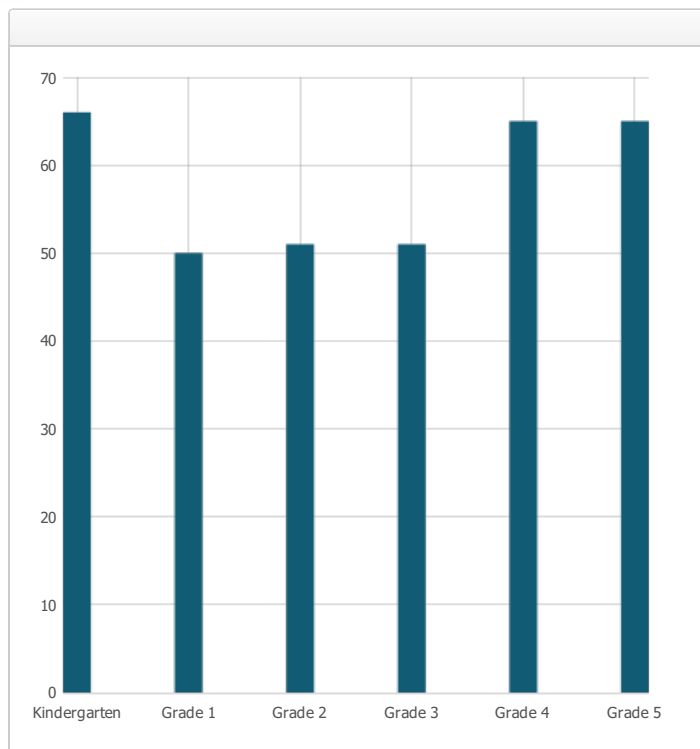
### School Description and Mission Statement (School Year 2017-18)

Point Vicente Elementary School offers a rigorous and engaging educational program incorporating 21st Century Skills in collaboration, creativity, critical thinking and communication for each of our students. We garner strength and knowledge from our diversity. Students, parents and staff work together to provide a safe, nurturing, positive environment where children learn and mature. At Point Vicente, community is key.

*Last updated: 1/4/2018*

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

Grade Level	Number of Students
Kindergarten	66
Grade 1	50
Grade 2	51
Grade 3	51
Grade 4	65
Grade 5	65
<b>Total Enrollment</b>	<b>348</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	3.7 %
American Indian or Alaska Native	0.0 %
Asian	27.6 %
Filipino	0.6 %
Hispanic or Latino	15.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	37.4 %
Two or More Races	14.9 %
Other	0.0 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	12.4 %
English Learners	14.7 %
Students with Disabilities	7.2 %
Foster Youth	0.0 %

Last updated: 1/4/2018

## A. Conditions of Learning

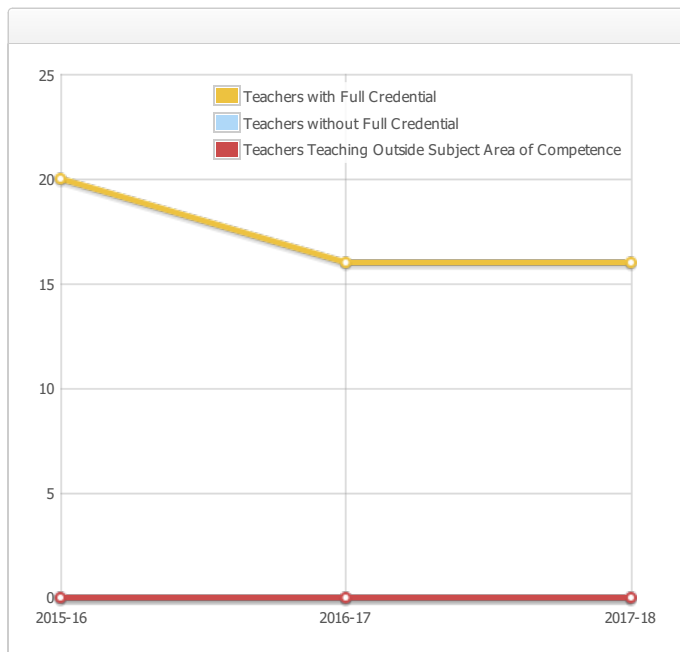
### State Priority: Basic

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

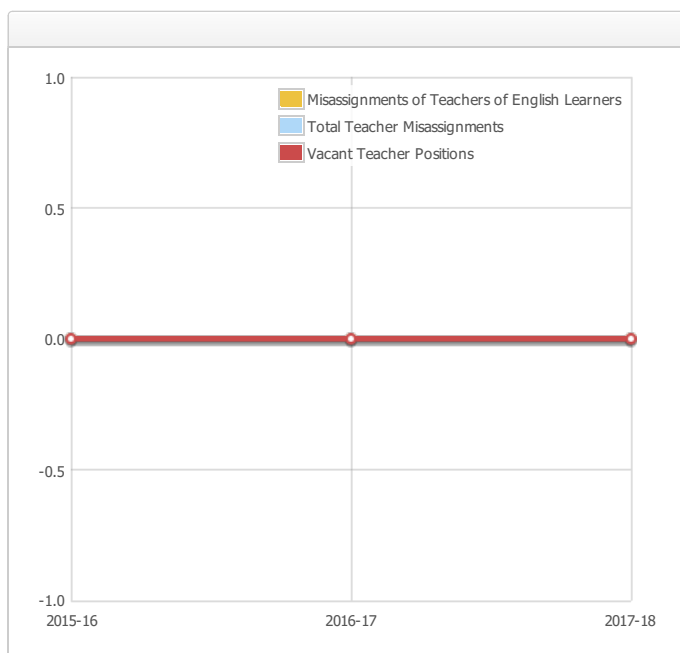
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	16	16	504
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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

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

Last updated: 1/5/2018

## School Facility Conditions and Planned Improvements

The school's grounds, buildings, and restrooms are in good condition. The school's permanent facilities were modernized in 2002. Four portable classrooms (11-14) were replaced with new buildings in the summer of 2007. The school's plumbing was upgraded and modernized in the summer of 2008. The school's asphalt playground and parking areas were resurfaced in the summer of 2010. Portable classroom roofs were repaired in the summer of 2016. Classroom fans were installed in many classrooms in 2016. Air conditioning was added to the MPR in 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	Regularly scheduled hydrojetting required.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Water supply lines old, but functional.
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: 1/4/2018*

## 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)	84%	83%	80%	78%	48%	48%
Mathematics (grades 3-8 and 11)	79%	84%	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	180	175	97.22%	83.43%
Male	99	97	97.98%	85.57%
Female	81	78	96.30%	80.77%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	47	47	100.00%	82.98%
Filipino				
Hispanic or Latino	30	29	96.67%	75.86%
Native Hawaiian or Pacific Islander				
White	72	69	95.83%	86.96%
Two or More Races	23	23	100.00%	91.30%
Socioeconomically Disadvantaged	15	14	93.33%	78.57%
English Learners	34	34	100.00%	79.41%
Students with Disabilities	18	17	94.44%	35.29%
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	180	175	97.22%	84.00%
Male	99	97	97.98%	85.57%
Female	81	78	96.30%	82.05%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	47	47	100.00%	91.49%
Filipino				
Hispanic or Latino	30	29	96.67%	62.07%
Native Hawaiian or Pacific Islander				
White	72	69	95.83%	86.96%
Two or More Races	23	23	100.00%	95.65%
Socioeconomically Disadvantaged	15	14	93.33%	50.00%
English Learners	34	34	100.00%	82.35%
Students with Disabilities	18	17	94.44%	35.29%
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)	83.0%	78.0%	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	15.9%	42.9%	34.9%

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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Numerous opportunities are offered for parents to be actively involved in the school. Parents volunteer in the classrooms, library and on field trips. They teach Art at Your Fingertips projects to all classes. Through the PTA and School Site Council they help make budgeting, schoolwide safety and curriculum decisions. Parents direct the annual variety show, plan the International Day assembly with its related activities and an annual Fun'd Run. They sponsor fund-raisers to pay for buses on field trips, cultural assemblies, technological resources and classroom enhancements.

### 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

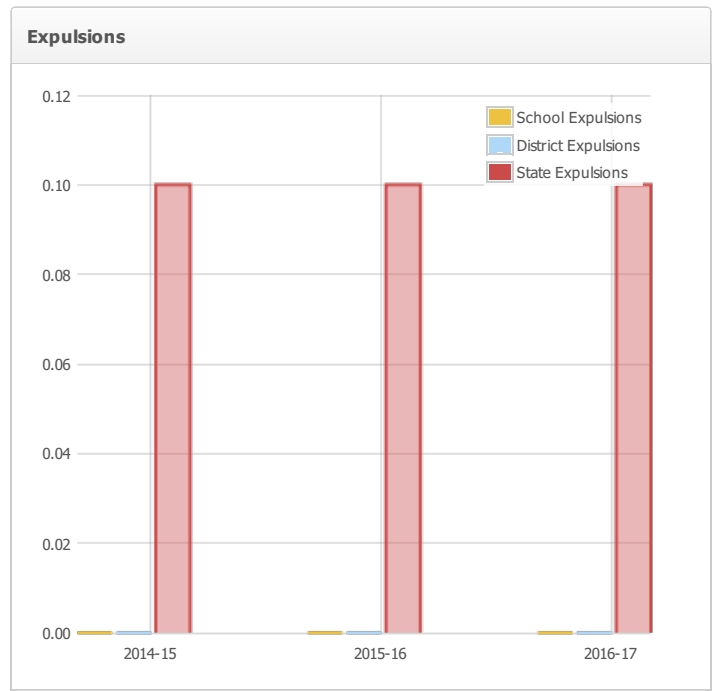
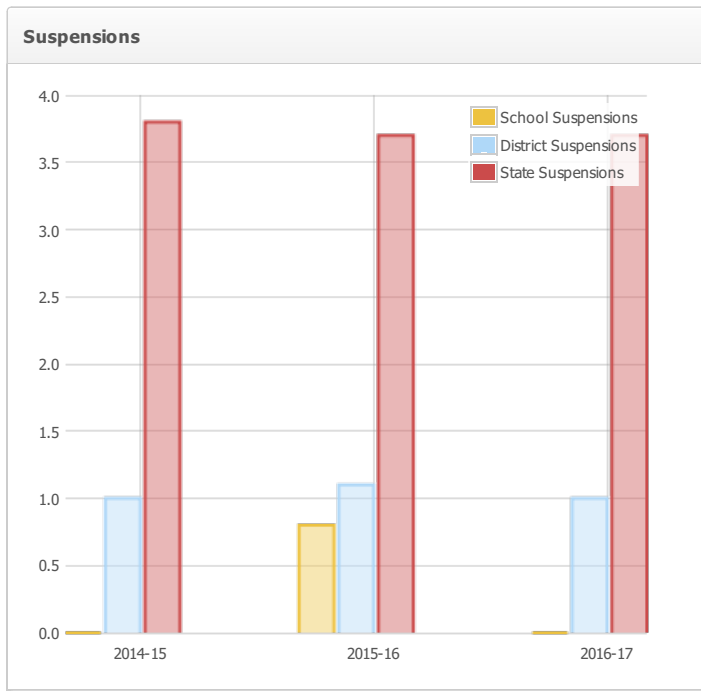
# State Priority: School Climate

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	0.0%	0.8%	0.0%	1.0%	1.1%	1.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/4/2018

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

In the 2016-2017 school year, there have been no suspensions nor expulsions. In the 2015-2016 school year, there were three one day/partial day in-house suspensions and no expulsions.

To date, enrollment data demonstrates 97.61% Year to Date Attendance.

Overall per California Healthy Kids Survey 2015-2016, students know school rules, they feel safe at school, they feel a high degree of connectedness with their school, and report they are treated with respect.

Point Vicente has regular safety drills including earthquake drill, lockdown drill and fire drill. Teachers provide appropriate student education to maintain a high level of student safety.

Plan Adopted by School Site Council January 23, 2017

Plan approved by District Governing Board on February 22, 2017

*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	20.0	1	3	0	19.0	2	2	0	22.0	0	3	0
1	24.0	0	2	0	25.0	0	2	0	25.0	0	2	0
2	16.0	1	2	0	22.0	0	2	0	26.0	0	2	0
3	23.0	0	3	0	26.0	0	3	0	26.0	0	2	0
4	30.0	0	2	0	30.0	0	2	0	32.0	0	2	0
5	23.0	1	1	1	23.0	1	0	2	33.0	0	1	1
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	2.0	1	0	0

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

Last updated: 1/4/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Last updated: 1/4/2018

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6421.3	\$372.1	\$6049.3	\$76433.7
District	N/A	N/A	\$10141.8	\$80086.0
Percent Difference – School Site and District	N/A	N/A	-50.6%	-4.7%
State	N/A	N/A	\$6574.0	\$77824.0



Percent Difference – School Site and State	N/A	N/A	-8.3%	-1.8%
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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*

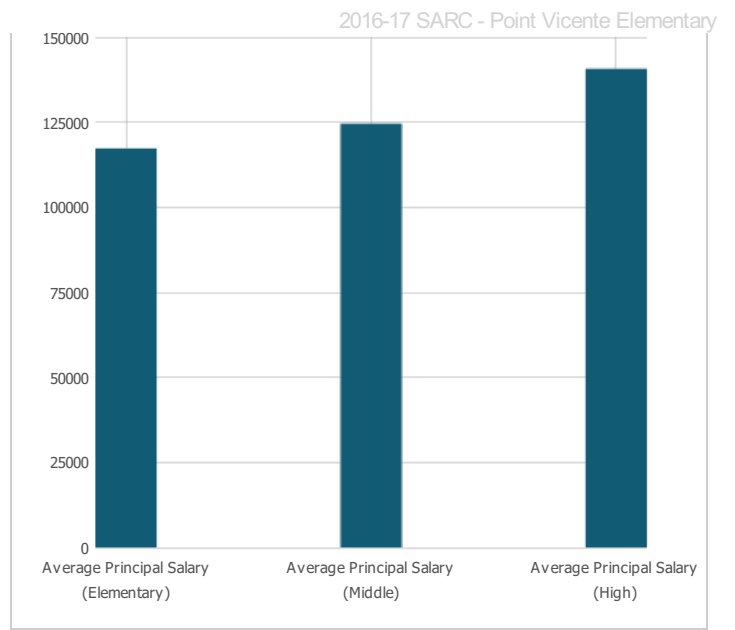
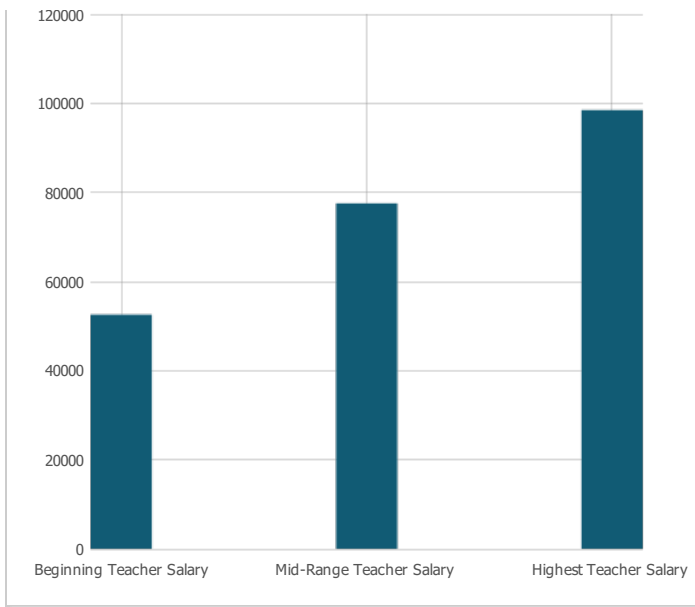
**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

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

PVPUSD coordinates Professional Development for all schools. Elementary teachers, often grouped by grade-level, meet to receive training and collaborate throughout the school year. There are two full days in August and one day in January provided by PVPUSD Educational Services for all teachers. Additional opportunities are often available after school and during the summer. As a school site, we have one Professional Development day in August, and approximately four hour-long opportunities during the school year to focus on school and district professional development goals.

District and site professional development goals are aligned with LCAP priorities as well as data collected at the school site. Teachers meet with the principal formally and informally to identify priority areas. PVPUSD has developed a multi-year roadmap that has been shared with the community that includes long range plans for Professional Development and Point Vicente Elementary has aligned a site roadmap to support district goals as well as to identify site goals.

Current site priorities include implementation of Daily 5 and incorporating strategies from Mathematical Mindsets. Strategies to support professional growth have included conference attendance, classroom visits, peer observation, professional reading and coaching. Student work and data is reviewed and utilized to assess progress and guide implementation.

*Last updated: 1/4/2018*